Annual Program Report
Cover Page

Program Name:	**NMSU Grants Adult Education**
Institution or Organization:	**New Mexico State University**
Address:	**1500 Third Street**
City:	**Grants**
County:	**Cibola**
Zip:	**87020**
Main Phone:	**505-287-6683**
Website:	**https://grants.nmsu.edu/about/campus-services/adult-education.html**
Social Media:	

Workforce Region(s) Served:	**Northern**
Submission Date:	**August 25th, 2021**
Program Director, Manager, or Coordinator Name and Title:	**Christy Green, Program Manager**
Contact Information:	Phone(s): **505-287-6643**
	Email: **cgreen18@nmsu.edu**
Alternate Contact Name and Title:	**Mary Lou Sarracino**
Contact Information:	Phone(s): **505-287-6683**
	Email: **paralou2@nmsu.edu**

Marlene Chavez-Toivanen

Digitally signed by Marlene Chavez-Toivanen
Date: 2021.08.31 14:13:02 -06'00'

Signature of the Chief Executive Officer or Designee

DATE

Marlene Chavez-Toivanen, Ph.D.
Vice President for Academic Affairs &
Associate Campus Director

Typed Name and Title:

Section I. Program Narrative Report

Directions: *Answer each of the following questions. As you complete your narrative, include program data and/or research on which you base these practices as appropriate to answering the questions.*

1. **Describe your program. Include the services you provide under WIOA Title II, the student population you serve, and how you are using AEFLA funding in ways that are allowable under the statute.**

NMSU Grants Adult Education primarily serves participants in the Northwest Region of New Mexico although the incorporation of a distance learning program has greatly expanded our service area. While Cibola County and the Grants community can be classified as rural, many of the areas for whom we provide services would be considered frontier. These areas are the most remote and sparsely populated places along the rural-urban continuum, with residents residing far from healthcare, schools, grocery stores, and other necessities. Fifty-eight percent of our program participants live outside of the City of Grants, and many of our program participants come from surrounding American Indian reservations such as the Navajo Nation and the pueblos of Zuni, Acoma, and Laguna.

Other participants live in the upper elevations of the Zuni Mountains where internet access is sparse to non-existent and roads can become impassible very quickly in wet weather conditions. Until one has driven to and through communities such as Ramah, Pinehill, or Crownpoint, it can be difficult to grasp the remoteness of much of our service area even in a state as sparsely populated as New Mexico. Additionally, many of our program participants have a strong desire to remain in place which makes economic development and workplace readiness for local job opportunities imperative.

For the 20-21 grant year, the demographic make-up of program participants was as follows:

Gender	Participant Percentage
Female	66%
Male	32%
Non-Binary	2%

Ethnicity	Participant Percentage
Hispanic/Latino	47%
American Indian	39%
White/Non-Hispanic	11%
More than one race	3%

Current Services:

- Coordination and implementation of adult education courses in support of literacy skills (including numeracy, digital, and financial) and college and career pathways and workforce training preparation. Instructional delivery methods include in-person, online, and hybrid options and have been developed to serve individuals with physical and learning disabilities.

- One-on-one tutoring for low-literacy students

- Assignment of a success coach to each individual student

- Contextualized, standards-based instruction for basic skills

- Participant assessment of academic progress in basic skills, monitoring of student progress and support, providing tracking and reporting

- Instruction and support needed for students to attain their high school equivalency

  credential, if needed

- Pinpointed professional development for team members

- Facilitation of meetings with collaborating partners

- Participant recruitment

Current Key Initiatives:

- Curriculum review and lesson plan development to ensure alignment to College and Career Readiness Standards along with the integration of contextualized instruction

- Implementation of a distance learning program

- College and Career Pathways Initiatives led by NMHED

2. **Describe any cooperative arrangements your organization has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities. Please specify degree of formality for each arrangement described (e.g. purely informal agreement vs. MOA/MOU.)**

    Formal MOUs

- Northern Area Local Workforce Development Board

- 13th Judicial Treatment Court

    No formal MOU, rather agreed upon processes and procedures for student

    referrals

- Local Career One-Stop

- Family and Child Education (FACE) Program

- National Indian Youth Council

- Acoma Department of Education

- Navajo Nation TANF

- Supporting Transitions to Adulthood through Rehousing (STAR) Program

Wraparound community services available to our students

- PMS Mental Health Services

- Roberta's Place (domestic violence shelter)

- Grants Community Pantry

TABE diagnostic services provided

- ACCE Program

3. **Please describe the impact of the COVID pandemic on your program. How were goals, timelines, and collaborative arrangements affected? Describe any substantial changes your program made to both general service delivery and to specific policies or procedures, including testing.**

One of the biggest impacts the pandemic had on our program was to force us into a reactive mode. In the midst of implementing a distance learning program within the span of a few days, there was no time to ensure alignment with our strategic plan or even think about how distance learning would impact our program in the future. We had to shift our mindset away from longer term strategic planning into a mindset of how do we best help our students int the moment. Prioritizing the immediate needs of our students became our primary focus.

Beyond that, a compelling argument could be made that the pandemic has not left one aspect of our program untouched. However, the biggest impacts have been to our literacy outcomes, career pathways initiatives, community partnerships, HSE completions, and staff turnover and fatigue.

- **Literacy Outcomes** – Our online reading and language arts courses struggled with student engagement and completion at far higher rates than our online math courses. We did not see

this disparity between subjects when we held face-to-face classes. Because of this, our RLA post-test and MSG rates have also been adversely affected.

Our program had plans to incorporate a robust family literacy initiative, including Family Literacy Fridays, into FY 2020-2021 new service offerings. We were in the process of partnering with our local public library and Dolly Parton's Imagination Library to host weekly family read a longs for students and their children under the age of four. This initiative was put on hold until 2021-2022.

- **Career Pathway Initiatives** – While we hired and trained a college and career pathways advisor, many of the other initiatives laid out in our five-year career pathway strategic plan developed in FY 2019-2020 were put on hold. Several of the milestones in the plan involved initiatives for which we did not have the time (as other program initiatives such as the implementation of distance learning took priority) or access to community partners needed to develop.

- **Community Partnerships** – Most of our community partnership projects involved regional Indigenous American communities and those partnership developments were put on hold as many intuitions within these communities shutdown completely due to COVID-19 precautions and restrictions.

- **HSE Completions** – The process of getting students through the complete battery of tests was arduous and time consuming. Our in-person testing center shut down and reopened many times during FY 2020-2021 which caused a severe disruption for students whose only option was to take the HSE in-person. As with TABE, we were thankful that remote testing was an option but found multiple barriers there as well. Many of our students reported

remote testing sessions failing to launch and/or shutting down mid-session. We also had instances of students testing their devices beforehand and getting the all-clear to use the device, only to be told otherwise when trying to launch a session the day of the exam. Twenty percent of our participants had only one or two subject areas left to pass before earning a credential. While it is not usual to have students who have subject areas left to complete, the percentage was much higher than it had been in years past. We believe that an additional 15% of 2020-2021 participants were ready to schedule and could pass the GED or HiSET exam, but it was very difficult convincing them to do so. Family obligations, increased reporting of test anxiety, and lack of confidence seem to be the greatest obstacles. In the past, we could sit next to a student scheduling an exam and give them the encouragement they needed to follow-through. This was more challenging in a virtual setting.

- **Staff Turnover and Fatigue** – Prior to the pandemic, our program had no distance learning presence. The pandemic forced our program into the distance learning realm very quickly which had a direct impact on team members. Instructors who were not interested in teaching remotely retired, staff members resigned or had difficulty transitioning to remote work, and those left were working long hours under extremely stressful conditions. The 2020-2021 year brought with it an 80% staff turnover rate and, because of the pandemic, it was difficult to recruit, hire, and train new staff (including instructors, a data technician, and an administrative assistant). While our program significantly improved in virtually every measurable outcome category from 2019-2020 to 2020-2021, it came at a great cost to the mental and physical well being of team members. Northwest New Mexico was one

of the hardest hit regions during the early months of the pandemic and the toll it took on students and staff cannot be overstated. With the resurgence of COVID-19 and the Delta variant, the true ramifications of ongoing stressors on our students and staff remains to be seen.

4. As the state comes out of the pandemic, please describe your program's plan for re-opening. Include how you intend to incorporate distance learning into your program practices moving forward.

At the present time, it looks as if rather than coming out of the pandemic, our state and the nation are bracing for another wave. However, we believe that we are far more prepared to handle the ongoing challenges the pandemic may bring than we were fifteen months ago. The operation of our program today would have been unrecognizable and even unfathomable in March of 2020. Virtually every aspect of our program has been transformed from our onboarding process and instructional delivery methods to our testing.

As we move back into in-person learning, our online and hybrid options will remain. We found that the online onboarding process, along with the initial one-one-one success coach meetings, gave us the opportunity to spend more time with individual students as we set goals and created individualized education plans. While the process was a bit rough initially, as we continued to assess and improve our online onboarding process, we found that students preferred onboarding online. Online onboarding proved beneficial to the program as well. In that vein, another permanent addition to our program is the distance

learning readiness diagnostic. We found this tool to be very useful in pinpointing potential technology barriers not only for our online students but our in-person and hybrid students as well as these courses also have digital components. Our online and hybrid learning options will remain and early enrollment indicators in the 2021-2022 show a preference for the online courses versus in-person. Whether this is due to the recent surge in COVID-19 cases fueled by the Delta variant or a long-term trend remains to be seen.

Section II. Student Data 2020-2021

Please enter the following student data *for your total program* for program year 2020/2021.

Total count of students with fewer than 12 hours (Table 2A)	76
Total count of students with 12 + hours	123
Total contact hours for students with 12 + hours	11,929
Average contact hours for students with 12 + hours	97
Average contact hours for students with 12 + hours experiencing level gains	167
Count of all HSE graduates with 12 + hours	21
Percentage of total number of students achieving a measurable skill gain	48.78
Percentage of total number of students achieving employment second quarter after exit	26.97
Percentage of total number of students achieving employment fourth quarter after exit	44.44 (FY 2019-2020)
Median earnings for former students in the second quarter after exit	3306.31
Total # of students reporting TRANSPORTATION issues that impact the ability to participate in the AE Program.	17
Total # of students reporting CHILD CARE issues that impact the ability to participate in the AE Program.	21

Section III. Evaluation of Program Effectiveness

In this section please address program performance and demonstrated effectiveness. Look at the data for individual sites, as well as for your program as a whole.

1. When you look at your program data, what noteworthy trends do you see? Anchor your answer in the data and discuss any action items these observed trends may suggest.

   - **Male/Female student ratio shift:** In 2019-2020, 55% of our program's students were female. In 2020-2021, that percentage increased to 66%. We found that this shift was primarily due to the fact that mothers with young children who were not able to attend in-person learning were now able to take advantage of distance learning. This reinforced the decision already made to continue offering a distance learning option in FY 2021-2022.

   - **Increase in 25-44 age range.** While this is normally our largest age range in terms of percentages, we were still surprised that the biggest percent increase (6%) in students from FY 2019-2020 to FY 2020-2021 came from this age range. Most of the increase can be attributed to students with day jobs or students with small children at home whose educational needs were not being met prior to the incorporation of distance education. Additionally, many of those employed within this age range also reported either a loss of work or reduced hours due to COVID.

   - **Decrease in 16-18 age range.** This is where we expected to see a larger increase. However, the number of students in this age range decreased by 3%.

- **Lack of Older Students.** Only1.6% of 2020-2021 participants were over the age of 44. This initiated a conversation as to how we provide outreach to older community members in need of an HSE. This low percentage cannot be attributed solely to remote learning as numbers have been low in years prior.

- **Not all Distance Learning Took Place Online**. Almost half (49%) of our distance learning instructional hours were from correspondence students versus online learners reflecting the lack of technology/internet access. Working with these students was very time and labor intensive (even more so than online learners). Weekly teacher verification of work completed and one-on-one tutoring over the phone for between 25-35 students per week took a toll on an already stretched staff. Online instruction and online group tutoring proved more efficient. However, this was not an option for our correspondence students. It should also be noted that some students who began studying in online courses would transfer to correspondence delivery methods. During an eight-week online course session, students may have had internet access for two weeks, lost it for four, and had it again for two weeks, so they often switched back and forth between the two instructional delivery methods. Many students who initially reported having internet access had phone hot spots with limited data plans versus true reliable, high-speed access. Students reported driving up to twenty miles to reach spots where they could access online class materials via their phones and would do so until their data plans maxed out. This highlighted the fact that not all internet access is equal and that the technology access questionnaire completed during the enrollment process

needed to do a better job of parsing out exactly what internet access means when a student reports having it.

- **Disproportionate Number of American Indian Students Not Reaching 12+ Hours of Instruction**. During FY 2020-2021, 64% (an increase of 26% from each of the prior two grant years) of students without at least 12 hours of study identified as American Indian while this same demographic represented 39% of participants. In previous years, the percentage of non-participants vs. participants was more reflective of the overall demographic. We believe this is a direct result of COVID-19 and all of the mitigating circumstances and hardships endured by members of our Indigenous communities. A single factor cannot be attributed to this increase, but rather the cumulative effect on the communities in our region that bore the brunt of the consequences of COVID-19.

2. **When you look at your program data, how effective do you gauge your program to be, and why? Discuss areas of both strength and challenge, grounding your answer in the data. In your response, please discuss how your program's outcomes compare with the state-adjusted levels of performance in the state plan. They are:**

State Adjusted Levels of Performance	
Performance Measure	**Expected Level of Performance**
Measurable Skill Gain (MSG)	40%
Credential Attainment Rate	22%
Employment (Second Quarter After Exit)	24%
Employment (Fourth Quarter After Exit)	26%
Median Earnings (Second Quarter After Exit)	$3,750.00

Performance Levels 2020-2021

<u>**Measurable Skill Gain: 48.78%**</u>

Our program's MSG of 48.78% is the highest it has been since the NRS Table 4 began populating this information in LACES. We attribute this to a higher average number of contact hours for students with 12+ hours. The average number of contact hours was up 94% from FY 19-20 to FY 20-21. The implementation of distance learning provided greater access and opportunity for students who had previously been constrained by rigid and limited in-person options. We also acknowledge that many of our students were unemployed and sheltering in place during the pandemic which could have also played a factor in the increase in instructional hours. In addition, we spent FY 20-21 redeveloping curriculum that aligned to CCRS, TABE, GED[®], and HiSET.[®] It can be surmised that this curriculum redesign played a role in increased MSGs as well. We believe this percentage bodes well for future program performance as we continue to work to increase the percentage of post-test administration of students who are eligible.

<u>**Credential Attainment Rate: 17%**</u>

Twenty percent of our participants only had one or two subject areas left to pass before earning a credential, and we believe that an additional 15% of 2020-2021 participants were ready to schedule and could pass the GED[®] or HiSET[®] exam, but it was either very difficult convincing them to do so. Scheduling and testing were also big issues. Our on-campus testing center opened and closed many times during the year and it was a challenge communicating with students regarding the availability of testing. While remote testing was an option, technical challenges proved to be a significant barrier for many. We believe a 22% credential attainment rate is certainly possible

within our program as long as new COVID variants do not cause testing center instability as with

last year. Remote testing was a challenge last year and the out-of-pocket remote testing fees will

prove to be a barrier for many of our students as well. We are highly confident that we can prepare

our students for the GED®or HiSET®exam, however, we must be diligent in our efforts to remove

barriers to the accessibility of those exams.

Employment after 2Q and 4Q (2019-2020): 29% & 44%

Data for FY 2020-2021 is not yet available in LACES and we are unsure as to how the pandemic

will affect those percentages. We have added a College and Career Readiness position within our

program and that position is designed to help guide students into employment or college and

credentialing programs. In 2020-2021, seventy-five percent of our students reported being

unemployed or under-employed. However, we have evidence that some of our students displaced

by the pandemic have begun to return to work.

Median Earnings (2019-2020): $1,698.93

This will be a challenge for our program as we have historically struggled to meet this benchmark.

Cibola County and the surrounding counties served by our program continue to be economically

depressed and there are very few high-paying employment opportunities. Our program will

continue to work closely with our local economic development community partners and our local

workforce board to ensure our students are well-prepared for any educational or employment

opportunities available to lift the median earnings of our program participants.

Some of our current program challenges and strengths are as follows:

Challenges

- **Lower EFL Rates in Literacy.** We saw an increase in the number of instructional hours per participant (see Strengths); however, as illustrated by the table on the following page, a greater number of instructional hours did not translate into a higher percentage of literacy outcomes for those who took a TABE post-test. Our online and correspondence math courses had much greater participation and engagement rates as we struggled to keep our RLA students engaged in the courses long enough to even reach the 40 hours needed to be eligible to post-test. Students reported that the online/distance format was advantageous to them when reviewing math because they could proceed at their own pace and watch and re-watch instructional videos as many times as needed. Additionally, online one-on-one tutoring was viewed as worthwhile and helpful. Many of the same students reported frustration when trying to navigate the online RLA classes even though they followed the same format and offered the same support services. We are working to adapt a new delivery model for our RLA classes in order to better mimic methods used in in-person classes. These methods include differentiated small group instruction and mini-writing lessons. In 2021-2022, we will be incorporating recorded live virtual instruction and piloting some synchronous online RLA classes whereas all online classes were asynchronous in FY 2020-2021.

Percent Achieving Literacy Gains		
	2019/2020	**2020/2021**
NRS Level 2	69.2	50
NRS Level 3	85.7	32
NRS Level 4	N/A	33
Percent Achieving Math Gains		
	2019/2020	**2020/2021**
NRS Level 2	61.5	50
NRS Level 3	28.6	68
NRS Level 4	N/A	67
Percent Achieving Gains Overall		
	2019/2020	**2020/2021**
Literacy	72.7	38
Math	50	62

- **Low Post-Test Rates.** While our post-test rates improved by 17% from 2019-2020 to 2020-2021, our program only administered post-tests to 40% of program participants. Although the ability to administer post-tests remotely was a tremendous asset, it was not without its complications. Students lacking internet access, devices without cameras and microphones, and outdated operating systems all created issues when attempting to proctor remote testing. We now have Chromebooks that have helped to alleviate some of the device issues. Staffing and logistical issues also complicated the post-testing process. As we continue to troubleshoot and streamline the process, we hope to post-test at least 60% of eligible students in 2021-2022.

Strengths

- **Increased instructional hours per participant.** In 2019-2020, program participants studied an average of 47.7 hours. In 2020 - 2021, the average contact hours for students with 12+ hours increased to 97. Our 11,979 instructional hours surpassed the total number of instructional hours for 2019-2020 (5,449), and surpassed the instructional hours in the 2018-2019 grant year prior to the pandemic (11,878).

- **Increased Retention Rates.** The retention rate for students with 40 or more hours increased from 47% in 2019-2020 to 76% in 2020-2021.

- **Increase in NRS Participants.** Our program saw a13% increase in students with 12+ hours from 2019-2020 to 2020-2021.

- **Increase in Overall MSG Rates.** Our MSG rates showed an improvement over last year. In 2019-2020, our overall percentage was 28.4%. This percentage was notably lower than previous years due to the pandemic. Our goal for 2020-2021 was to achieve a MSG rate of 40% or higher which had not been accomplished since 2017-2018. We exceeded that goal and achieved an MSG rate of 48.78%.

- **Higher Improvement Rates in Math.** Math gains increased by 12% from 2019-2020 to 2020-2021.

- **Expanded Service Area.** Our service area expanded into regions where it was previously not possible for students to travel to campus on a regular basis. We now have students from remote locations such as Pinehill, Zuni, and Crownpoint. Distance learning appears to also be giving students across the state of New Mexico a greater array of adult education options and the ability to research and select a program that best fits their needs. As a result, we have students enrolling in our program who live in Albuquerque, Rio Rancho, Los Alamos, Las Vegas, Gallup, and beyond. A web portal for adult education students to compare distance education programs across the state might be a worthwhile future endeavor.

3. **What approaches does your organization currently use to improve performance, and how does your organization share promising practices among your program sites?**

Our program is anchored in data-driven decisions and rapid response to student need. We heavily utilize assessment tools and reports available to us through the TABE profile, GED® Ready, and HiSET®practice tests provided by Essential Education. We have created in-house curriculum that can be tailored to an individual student's deficiencies based on the TABE profile. While students are enrolled in online and in-person classes, the supplemental material provided to each student is individualized. We also analyze TABE pre and post-test profile reports for each student who has completed a post-test. Over time, this enables us to see patterns which help us analyze the effectiveness of our curriculum and instruction. If, over time, we determine that students are not improving within a certain concept in math, reading, or language, we can then re-evaluate the strength of our

curriculum and the instructional delivery method for that particular concept and adjust as needed.

Our program also adheres to the Continuous Cycles of Improvement Model for incremental improvement. In our program, we utilize the following four-step quality model:

- **Plan:** Identify an opportunity and plan for change.
- **Do:** Implement the change on a small scale.
- **Check:** Use data to analyze the results of the change and determine whether it made a difference.
- **Act:** If the change was successful, implement it on a wider scale and continuously assess your results. If the change did not work, begin the cycle again.

COVID also taught us that sometime there is a need for breakthrough improvement in times when incremental change does not occur rapidly enough to address a current situation. The most obvious example for us was pivoting to a fully online program in a very short period of time. COVID has also shown the need to have much greater flexibility within learning options and to have the ability to pivot quickly as student needs may change from week-to-week. A great example of this was the ever-changing status of student access to the internet. Students who enrolled in online classes may have internet for two weeks, no internet for four weeks, and then have access again. Because of this, we quickly realized that our distance education offerings must have elements that do not require a device or access to the internet in order for there to be no disruption in the services we provide.

4. **Describe in detail any program improvement initiatives you plan to pursue in the upcoming program year.**

Planned Services:

- Incorporation of Dolly Parton's Imagination Library into family literacy initiatives
- Enhancement of current social studies classes to better address civic duty and the rights and responsibilities of citizenship

Planned Key Initiatives:
- Creation of a campus advisory panel regarding IET/I-BEST programs in healthcare, early childhood development, and IT
- Development of in-house contextualized instruction that more accurately reflects our student body and the jobs available in the community
- Creation of a community-centered career pathways advisory group

Planned Partnerships:
- NMSU Grants Community College
- Cibola Communities Economic Development Foundation
- Cibola County Chamber of Commerce
- Cibola County SBDC
- Grants Mainstreet Project
- Solo Works of Cibola County
- Laguna Pueblo Department of Education
- Navajo Nation Department of Education
- Rural Online Initiative

5. **How has your program's effectiveness been affected by the pandemic? Again, use data to support your response.**

While isolated pockets of our program and effectiveness measures have been adversely affected by the pandemic, overall our program is much stronger and in a much better position to meet the diverse needs of our student body population. If the pandemic has taught us anything, it is that we can move more rapidly and be far more agile in meeting the ever-changing needs of our students than we ever thought possible in the past. While the pandemic has brought about well documented challenges and stressors for our program, we now realize that, in the future, we have no excuse not to meet students where they are in

their individual educational journeys rather than expecting them to conform to an unnecessarily rigid structure with built-in barriers (no matter how unintentional) that disrupt student progress.

The pandemic has forced our program to really reflect upon not only our program practices, but also the organizational structure, beliefs, and values of our educational system as a whole. Where do unnecessary barriers exist? What aspects of our thinking about effective program structure and management are outdated? How can we better collect data and feedback from our students regarding their needs and actually take steps to address those needs?

We know we now have the ability to make smart and informed programmatic changes more rapidly than we previously thought possible. The challenge is to become more efficient in the way those changes are implemented in order to prevent staff burnout. The energy and hours dedicated to our improved program outcomes for FY 2020-2021 are unsustainable in the long-term. We do, however, feel that we are in a much better position to delivery services in ever-changing and unpredictable times.

In that vein, our program has learned to focus on where we can affect change and let go of circumstances out of our control. Unnecessary time and effort are wasted focusing on events over which we have no say or power. Rather, we have made the decision to be cognizant of where change can be affected to improve our program and the lives of our students and focus our time and energy there.

As illustrated in the table below, we are very aware of the data-driven effects the pandemic has had on our program. However, we believe that in a global moment such as the one we have all experienced, it is equally important to reflect on the massive cultural shifts occurring and leverage the lessons learned to in order to better meet the needs of our students now and in the future.

	Participants	Instructional Hours	EFLs	HSEs	MSG %
2016-2017	164	12,465	42	22	39%
2017-2018	213	13,030	63	23	43%
2018-2019	172	11,878	34	30	37%
2019-2020	109	5,449	18	13	28%
2020-2021	123	11,929	39	21	49%

The biggest data-driven negative effects of the pandemic were on enrollment, EFLs and HSEs, especially in the early days of the pandemic. Our program numbers for 2019-2020 reflect both how unprepared we were for this event and how it greatly affected our student body population. Outcomes in 2020-2021 show promise in that, perhaps, our program has begun to figure out how best to adapt as students have begun to return to our program. We will be closely monitoring program participant and HSE numbers in 2021-2022 as it appears that the pandemic will continue to cause disruptions throughout the upcoming grant year as well.

We especially find the comparison between 2016-2017 and 2020-2021 interesting. In 2020-2021 (with 25% fewer participants), our program had close to the same number of instructional hours, EFLs, and HSEs as we did in 2016-2017. At the same time, our overall MSGs went up 10%. We believe this shows that we are headed in a positive direction in terms of program efficiency and effectiveness. While our program participant numbers are lower as a direct result of the pandemic, it is our goal to rebound to 2016-2017 levels by the 2022-2023 grant year.

Section IV. WIOA Partner Activities, Career Services, and Training Services

For this section we will be asking about working with WIOA Partners, alignment with LWDB plans, infrastructure agreements, one-stop responsibilities, and career and training services.

1. **What is the total number of participants in your program who received career and training services, respectively, during the most recent program year?** *For definitions of career and training services and other information, please see the appendix to this report template.*

   Career Services: 123

   Training Services: N/A

2. **What is the *average cost per participant* for those who received career services and training services, respectively, during the most recent program year?** *For definitions of career and training services, how to calculate these costs, and other information, please see the appendix to this report template.*

   Career Services: $116.50

   Training Services: N/A

3. **Describe how services provided are aligned with the local workforce development area plan (Section 108 of WIOA), including how concurrent enrollment is promoted in programs and activities under the Workforce Development Activities (Titles I, III, and IV of WIOA, and as listed in New Mexico's Combined State Plan). Include information on the activities your organization provides in response to the regional needs as identified in the local workforce development area plan.**

Our program realizes that workplace literacy involves more than the ability to read and write. While our curriculum aligns with College and Career Readiness Standards, it also incorporates decision making, critical thinking, problem solving, goal setting, speaking and writing effectively, numeracy skills, and digital literacy skills.

We look forward to working with the NALWDB and local community leaders to take the next step in developing a workplace-based literacy skills curriculum that aligns directly with the prioritized industry/occupational clusters. This includes a collaborative approach to contextualization by utilizing a systematic and inclusive process. NMSU Grants Adult Education is currently engaging various representatives from local business communities to determine what basic skills fit into an organization's strategic plan for worker and workplace development.

The Northern Area Local Workforce Development Board (NALWDB) has prioritized four industry/occupational clusters (education, healthcare, information technology, hospitality) and, according to their *Northern Area Local Workforce Development Local Area Strategic Plan* (https://northernboard.org/strategic-plan), have identified the three key planning areas

(pages 74-75). We are already working toward aligning our instructional offerings and other services with the following identified goals:

- *Increase Access: Actively support employers in finding, attracting, and retaining the talent that they need*

NMSU Grants Adult Education has hired a college and career pathways advisor and has incorporated career pathway exploration throughout our program beginning with our onboarding process. Our CCP advisor works closely with the program manager, community leaders, and the NMSU Grants community to ensure we are equipping our students with the skill set needed to be successful in high-priority occupational clusters.

- **Improve Alignment: Align education and workforce resources more closely with the business community and the local talent pool**

NMSU Grants Adult Education is in the early stages of working with NMSU Grants Community College to provide IET/I-BEST options in healthcare, education, and information technology. It is our intention to design and implement at least two I-BEST programs during the next grant period.

- **Remove Barriers: Collectively address structural issues that serve as barriers to a secure talent pipeline**

Access to broadband/high-speed internet services and digital literacy skills are at the forefront of virtually every conversation with community leaders as this is one of the biggest barriers to a secure talent pipeline. During the next funding period, we will be working on a partnership with Solo Works of Cibola County (https://www.soloworks.org/), an organization that helps residents prepare for and obtain remote jobs. Solo Works provides digital literacy training and office space with access to broadband technologies for residents who want to work remotely but do not have in-home access to broadband services or IT equipment. Citizens of Cibola County, including current and former members of our adult education program, can commute to the community workspace in Grants to work for companies all over the world.

While our program already has a digital literacy curriculum in place, we will be expanding that curriculum by partnering with Solo Works to ensure that our students have the specific digital literacy skills necessary to qualify for positions sponsored through their organization. Additionally, we are working closely with Solo Works, the Cibola Communities Economic Development Foundation, the Cibola County Chamber of Commerce, and other community partners to see how best to engage our students in the Rural Online Initiative sponsored by Utah State University which provides remote work certifications (https://extension.usu.edu/remoteworkcertificate/about).

4. **Describe activities and strategies your organization has implemented to demonstrate partnership with the Local Workforce Development Board (LWDB) and one-stop operators to plan, develop, and evaluate adult education and literacy activities for the area you will serve.**

NMSU-Grants Adult Education has a signed MOU between the NALWDB and American Job Center Partners including the one-stop location in Gallup. In addition, our success coaches have been trained to perform an initial screening in order to identify potential adults and youths who might qualify one-stop partner services. We then refer potentially eligible students to the appropriate youth or adult contact person. A one-stop center is scheduled to open in Grants this year (Gallup is currently the closest location) and once they have settled into their permanent location, we hope to formalize our partnership with the new location.

5. **Include a copy of your program's MOU and IFA (if applicable) with the Local Workforce Board(s) in the area(s) in which you provide service. Please indicate the amount your program contributes in your IFA. If you do not have an MOU and/or an IFA, please inform of us of any efforts or discussions toward MOUs and IFAs in your local area. We want to get a sense of where you are in these activities, even if you do not have (or yet have) an MOU and/or IFA.**

Please see attached MOU's

Section V. Career Pathways Activities

For this section, please describe how the program has developed its Career Pathways service delivery model and supported related career pathway activities during the 2020-2021 program year.

1. Please describe the extent of your program's participation in the state-sponsored Career Pathways Institute this year (CPI Year 2) and note any significant developments and/or challenges in your program's efforts to move toward a more pathways-oriented service delivery model.

In November of 2019, we embarked upon a total program redesign jump-started by NMHED's College and Career Pathways Planning System led by Jeff Fantine. This initiative allowed us to take a deep look into our program and provided a roadmap to both tear down and rebuild. The redesign began with a new vision and mission statement in order to create an adult education program that was college and career oriented. During this grant year, our program made the following adjustments which we believe have allowed us to better align and focus our activities and strategies to the local WIOA plan:

- Updated our vision and mission statements to reflect an emphasis on college and career pathways
- Utilized LMI data when informing our students about potential college and career pathways and encouraging the selection of pathways during both the onboarding process and subsequent meetings with the college and career pathways advisor
- Helped students create individual educational, career, and life plans
- Signed a formal MOA with the NALWDB
- Added contextualized instruction into our curriculum
- Helped students explore career options through the utilization of a program called Pathway U(https://www.pathwayu.com/)
- Initiated discussions with NMSU Grants administration regarding the implementation of IET/I-BEST programs in high-impact career areas during the next grant cycle
- Initiated discussions regarding partnership opportunities with the Cibola Communities Economic Development Foundation

2. Describe how your organization's activities provide learning in context, including through integrated education and training (IET)*, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, and obtain and advance in employment leading to economic self-sufficiency. *If you offered any IET programs, please describe how they fulfill the three requirements for an IET program (34 CFR 463)
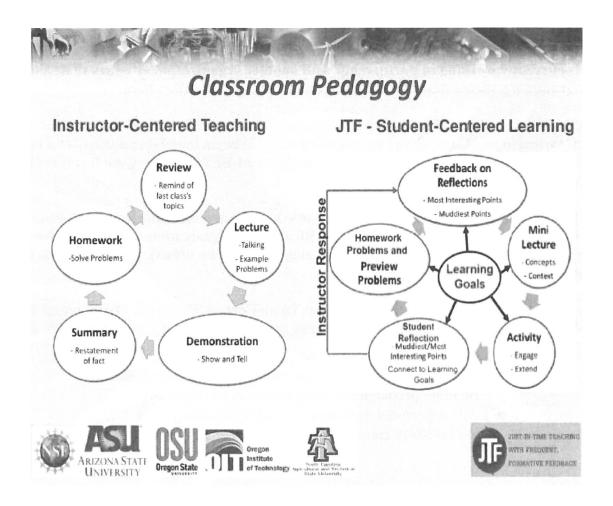
This grant year we utilized Mockingbird Education's Ready to Learn Curriculum

(https://mockingbirdeducation.com/curriculum/ready-to-learn/). Both the RLA and math

curriculum cover HSE preparation, career exploration, and workforce development. We initially

purchased the curriculum with Career Pathway Initiative funding as a way to quickly introduce

contextualization into our program. After a year of using the curriculum, we are looking at other

options moving forward. While the curriculum and methodology are outstanding, the cost of the

program is not the best use of funds for a program of our size. Other, more affordable options, such

as the CALM curriculum for math, are being considered (https://www.terc.edu/calm/).

Additionally, the careers highlighted in the Mockingbird curriculum do not accurately reflect the

jobs available in the region. Because of the lack of diversity of available work and the desire of

many of our students to remain in place, we have adopted an approach to contextualized learning

that may look a bit different from other programs. Rather than focus the contextualization on

specific career clusters, we have imbedded open-ended contextualized lesson activities and

assignments that allow students to draw upon their own work-place experiences or career interests

to complete the exercise.

As we move toward this modality of contextualization, we are drawing upon two main

resources. The first one is the *Breaking Through Practice Guide* developed by Jobs for the Future

(JFF) and specifically the *Contextualization Toolkit.* Secondly, we are working from the concept of Just in time teaching with interactive and formative feedback (JTF). JTF has been incorporated into several well-known STEM programs through a National Science Foundation sponsored project. The image below shows the difference between JTF and traditional classroom instruction.

It is our goal to have our Reading and Language Arts classes fully contextualized by December of 2021 and then we will begin working on contextualizing our math classes as well.

A substantial focus for us in FY 2020-2021 was on digital literacy skills. As we transitioned to online learning, we quickly realized that many of our adult learners lack basic computer skills and

were struggling to access the online curriculum. We created an in-house digital literacy assessment

that we have students complete during the onboarding process. We also created online instruction

that mirrors college courses and remote work environments and focused on skills needed to

succeed in remote learning and work environments.

3. If your organization is currently in the process of developing any new IET programming or is currently working in partnership with another organization or entity to develop such programming, please describe the nature and status of the effort here.

Our program is currently in talks with the administrators on the NMSU-Grants campus. We have been invited to join Curriculum Committee meetings to begin initial discussions. Our hope is that we can begin the process of implementing a healthcare I-BEST/IET program that is ready to be deployed in the 2022-2023 academic year.

4. If your organization provides formal work-based learning opportunities to your students, or if it has a collaborative arrangement with another organization or entity to provide such opportunities (or is in the active planning stages of such an effort), please describe those opportunities and/or partnerships here.

We currently partner with the National Indian Youth Council Workforce Development Program to provide qualified students with career coaching, training, and internships that enable students to

- Strengthen academic, occupational, and literacy skills;
- Be more prepared and competitive in the workforce;
- Attain personal and economic self-sufficiency; and
- Successfully enter, re-enter, or retain employment

Section VI. Curriculum and Instruction

For this section, please describe your program's efforts to increasingly align curriculum and instruction with the adult education College and Career Readiness Standards (CCRS).

1. Describe how your organization's program a) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and b) uses instructional practices that include the essential components of reading instruction.

   We strive to develop lessons that:

   - Encourage learners to generate content

   - Encourage learners to generate explanations and resolve contradictions

   - Encourage learners to construct ideas from multiple points of view and different perspectives

   - Develop metacognition and self-directed learning

   When it comes to curriculum development that includes essential components of reading instruction, our program incorporates the five major components of literacy: Phonics, Phonemic Awareness, Fluency, Vocabulary, and Comprehension into our instructional practices and lesson plans. However, we believe that incorporating these basics is not enough and we must have solid practices in place to gather empirical data on what instructional practices and materials are working well and meeting the needs of our students and which ones need revising or replacing. This is a process that takes time and has been difficult as we switched very rapidly from in-person learning to learning at a distance. We utilized a method of purposeful and continuous cycles of improvement to enhance our reading instruction including student feedback, tracking of pre/post test scores, instructor evaluations, and resource evaluations. We have processes and procedures in place to

collect, organize, and analyze evidence that can be used to improve program performance, including literacy outcomes.

When developing curriculum and selecting resources we ask the following guiding questions established in the *Self-Study Guide for Evidence Based Practices in Adult Education* (https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2020025.pdf):

- Does the program have criteria for evaluating and selecting interventions and curricular materials for use in reading instruction (for example, a rubric or checklist)?

- Are all components of selected interventions or curricula available in their entirety to ensure that each intervention or curriculum is delivered as intended (with fidelity)?

- Are all students able to engage in personalized learning (to work and practice independently at their own level) and to ensure that the materials align closely with student needs?

- Is there a clear process for selecting and implementing differentiated interventions for students struggling with early literacy development/foundational reading skills?

- Does the program provide access to instruction for students with disabilities?

We also structured our programs to provide wrap-around services, remove barriers such as transportation and childcare, and refer students to community resources. NMSU Grants Adult Education not only strives to meet both the cognitive and noncognitive needs of our students, but also works to develop noncognitive skills in addition to cognitive ones. In our pursuit to develop noncognitive skills, we look to research conducted by The Hamilton Project (www.hamiltonproject.org), and specifically its research on noncognitive skill development and how it impacts student achievement, graduation rates, and employability.

2. **Describe how your organization's activities effectively use technology, services, and delivery systems, including distance education, in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance.**

The integration of technology into our program is what kept it operating during the 2020-2021 grant year. Every aspect of our program from our onboarding and diagnostic processes to our instructional delivery methods and interaction between team members has been enhanced. Through the use of free resources like Google Forms, Google Sites, and TABE remote testing, onboarding processes that were previously offered only at our on-site location and only during specific days and times are now offered with increasing flexibility for our students.

We loaned out over thirty Chromebooks to students who lacked a study device. In addition, our online instructional platforms were all mobile friendly. We saw an increase in the average number of instructional hours per student and a significant increase in the range of our service delivery area. Many students who live in remote/frontier regions of Northwest New Mexico now have access to program services that were previously inaccessible. Once we return to hybrid learning in the fall, our onboarding and initial advising processes will remain online. When new student orientation took place in our center, we would have up to twenty-five students per session and struggled with finding space and devices to pre-test them all. We also felt rushed during the initial advising process as we worked with so many students at once. We now have the time to devote to each student to work through the completion of an individualized learning plan utilizing the technology tools available to us.

In addition, many students who stopped attending classes in previous grant years because the days and times the classes met conflicted with their work schedule or they had transportation and/or childcare limitations have now re-enrolled in the program to take advantage of our distance education offerings.

All of our online classes are created in Google Classroom which gives us the ability to easily enhance the learning process through use of interactive media platforms such as Khan Academy, Ted ED, Quizz, YouTube, GED Flash®, and countless free and open resource products. We are also able to use the diagnostic tools in Essential Education to more easily tailor instruction and assignments to individual learners. Through our Google Classrooms, new instructional material was released each week and students received constant feedback from instructors as well as one-on-one tutoring when needed. Students provided positive feedback for the online math instruction as they could watch and re-watch videos multiple times and have the autonomy to move through module lessons at their own pace. While some students had tablets or laptops, they were still able to access our instructional materials through mobile devices as well. Paper-based workbooks and phone tutoring were also available for students who did not have access to online instructional material and resources.

Moving forward, our program will continue to search for digital tools that keep students motivated and engaged as we realize the role technology plays in our program will continue to significantly expand.

3. **Describe your program's efforts to implement the CCRS and any challenges to the full implementation of the standards. Please include information on curricular resources used to support the implementation of CCRS.**

Our learning modules and lessons plans all rely on resource materials that not only align to College and Career Readiness Standards, but have also been vetted to insure proper rigor based on Webb's Depth of Knowledge. Resources currently being utilized include, but are not limited to: Essential Education (both online and workbook material), Khan Academy, Mockingbird Curriculum, Breakthrough to Math, McGraw Hill's Reading Basics series, McGraw Hill's Common Core series, and TABE skills workbook. Where any of these resources fall short in either rigor or practice, we utilize open resource options such as Skillblox from CrowdEd Learning (https://www.crowdedlearning.org/skillblox) and NYSED/CUNY Fast-Track GRASP Math Packets (http://www.collectedny.org/indexftgmp/).

VII. Integrated English Language and Civics Education (IELCE) Activities

For this section, if your program received IELCE funding for 2020-2021, please describe IELCE activities and services provided by the program this fiscal year.

(If your program does not receive IELCE funding, just indicate N/A).

1. Please indicate the number of IELCE students (12+ hours)   **N/A**   served:

2. Describe your program's efforts in meeting the requirement to provide IELCE services in combination with providing access to integrated education and training activities.

3. Describe how your program is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in WIOA section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

4. Describe how your program is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.

VIII. Programs for Corrections Education and the Education of Other Institutionalized Individuals

For this section, if the program served incarcerated or other institutionalized individuals as defined in WIOA Sec. 225, please describe the activities and services provided by the program this fiscal year.

(If your program did not provide these types of services in 2020-2021, just indicate N/A).

1. Please indicate the number of Corrections Education and the Education of Other Institutionalized Individuals students (12+ hours) served: **N/A**

2. Describe your program goals and activities for serving this student population as well as any transition activities that allow for students to continue receiving services upon release.

3. Describe the relative rate of recidivism for criminal offenders served. Include the methods and factors used in calculating the rate for this reporting period.

IX. Staff and Professional Development

Please fill out the chart below providing information about your program's staff, their levels of education, years of experience in adult education, and professional development received in 2020-2021. *If you have your own program tracking system/spreadsheet, you may simply attach those in lieu of the sheet below.* ***Please see attached -***

Last Name	First Name	Position	Full or Part Time	Educational Attainment	Years of Experience in Adult Education	Professional Development Attended	Date	Location

X. Fiscal Survey

PLEASE REVIEW AND FILL OUT THIS SECTION IN ITS ENTIRETY, ALL DONATED COSTS MUST BE TAKEN INTO CONSIDERATION

1. Please indicate Total hours contributed – Volunteer Tutors

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

2. Please indicate FY 2020-2021 hours contributed – Volunteer Admin (Receptionist/Front Desk)

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

3. Please indicate FY 2020-2021 hours contributed – Board of Directors (Organizational Development)

Total hours contributed	Fair Market Value per Hour	Total
0	0	0

4. Please indicate total fair market value of donated supplies and materials. (e.g., books)   0

5. Please indicate total fair market value of donated equipment.   0   0

6. Please indicate total fair market value of donated IT infrastructure and support. $800.00

Please estimate the Total indirect, in-kind expenses donated by your institution. This refers to all types of space, infrastructure, and instructional support. For space cost calculations, you can 1) estimate your institution's fair market rental value per square foot per month, or 2) you can provide the institution's building renewal and replacement allocation (and cite the source document). At a minimum, please indicate the approximate square footage of donated space (for NMHED to calculate at an average rate).

1. Please indicate square footage of donated space (all space your program uses that you do not have to pay fees for use)

Square footage of donated space	Fair Market Value per Square foot	Total
1900	$1.19	$1,139.77

Alternate option:

Please indicate institution's building renewal and replacement allocation

(Please cite the source document for the amount)

X. Fiscal Survey (Continued)

A. Additional grants, funding from partnerships, etc.

Please list other sources of support and their contributions for FY 2020-2021.

Source	Amount

B. Program Income Activities

Please indicate the amount of PROGRAM INCOME generated from your program for the 2020-2021 fiscal year.

0

Please list the PROGRAM INCOME EXPENDITURES below:

AEFLA allowable activity	Amount

C. Administrative Costs

Please provide the percentage of your federal allocation that you spent on administrative costs. WIOA provides specific definitions for administrative costs in section 3(1).

5%

Please attach your NRS tables and MOU/IFA documents to the end of this document, scan it, and, if possible, submit **one single PDF document** to: adult.education@state.nm.us AND amy.anderson@state.nm.us no later than 5:00 p.m. on September 1, 2021.

Bennett, Michelle: Professional Development

Fiscal Year	Date Attended	Name/Type of Professional Development	Hours	Creation Date
2020-2021	12/4/2020	Career Pathways: Contextualized Learning	3	12/4/2020

Green, Christy: Professional Development

Fiscal Year	Date Attended	Name/Type of Professional Development	Hours	Creation Date
2020-2021	6/24/2021	Webinar: TABE Offline Digital Testing	1	6/24/2021
2020-2021	6/16/2021	Webinar: JFF Horizons Day 2	4	6/16/2021
2020-2021	6/15/2021	Webinar: JFF Horizons Day 1	4	6/15/2021
2020-2021	6/10/2021	Webinar: Postsecondary Pathways | Supporting Hispanic Serving Institutions	1	6/10/2021
2020-2021	6/2/2021	Webinar: Active Learning for a Post-Pandemic World	1.5	6/2/2021
2020-2021	5/21/2021	Webinar: CP Peer Groups	3	5/21/2021
2020-2021	5/13/2021	Webinar: LACES Closeout	1.5	5/14/2021
2020-2021	5/12/2021	Webinar: Perspectives on Persistence	1	5/12/2021
2020-2021	5/11/2021	Indian Pueblo Opportunity Center: Mentorship	1	5/12/2021
2020-2021	4/15/2021	TABEÂ® Curriculum Partner Webinar: Paxen	1	4/15/2021
2020-2021	4/14/2021	Webinar: Literacy to Leadership (NCL)	1	4/14/2021
2020-2021	4/8/2021	TABEÂ® Curriculum Partner Webinar: New Readers Press	1	4/8/2021
2020-2021	2/23/2021	Webinar: Bridge and IET Showcase	1	2/24/2021
2020-2021	2/12/2021	Webinar: CP Program Review	3	2/16/2021
2020-2021	2/4/2021	Webinar: Building Equitable Pathways webinar series Ep 3:	1	2/4/2021
2020-2021	2/3/2021	Webinar: A Teacher's View of Hybrid Learning	0.75	2/3/2021
2020-2021	2/3/2021	Webinar: Lesson Planning Made Easy	0.5	2/3/2021
2020-2021	2/3/2021	Webinar: Keeping Students Engaged	0.5	2/3/2021
2020-2021	1/29/2021	Webinar: CP Contextualized Instruction	3	1/29/2021
2020-2021	1/29/2021	Webinar: 15 Qualities of a Good Leader	1	1/29/2021
2020-2021	1/28/2021	Webinar: Staff Performance Recognition and Review	1	1/28/2021
2020-2021	1/8/2021	Webinar: WIOA Holistic Management System	1	1/8/2021
2020-2021	12/15/2020	IDEAL	6	1/27/2021
2020-2021	12/4/2020	Career Pathways: Contextualized Learning	3	12/4/2020
2020-2021	12/3/2020	Webinar: Reengage and Motivate Students	1	12/4/2020
2020-2021	10/23/2020	Career Pathways: Pathways to Success	3	10/23/2020
2020-2021	10/20/2020	Brain Games for Hybrid Learning	1	10/21/2020
2020-2021	10/5/2020	Top Teaching Trends for Success	1	10/8/2020
2020-2021	10/5/2020	Blueprint for Hybrid/Online Design	1.5	10/8/2020
2020-2021	9/29/2020	Transforming Distance Education	1	10/8/2020
2020-2021	9/27/2020	Pima Community College Virtual Site Visit	2	10/8/2020
2020-2021	9/11/2020	Adult Education: An Economic Catalyst	1	9/11/2020

Knighton, Ambrosia: Professional Development

Fiscal Year	Date Attended	Name/Type of Professional Development	Hours	Creation Date
2020-2021	10/20/2020	Brain Games for Hybrid Learning	1	10/22/2020
2020-2021	10/14/2020	Top Teaching Trends for Success this Fall	1	10/16/2020
2020-2021	10/5/2020	Blueprint for Online/Hybrid Design	1.5	10/8/2020
2020-2021	9/29/2020	Transforming Distance Education	1	10/14/2020
2020-2021	9/17/2020	NMAEA 2020 Teachers' Institute	4	10/14/2020

Sarracino, Mary Lou: Professional Development

Fiscal Year	Date Attended	Name/Type of Professional Development	Hours	Creation Date
2020-2021	6/16/2021	Training Central - From Distressed to De-Stressed	1.5	6/16/2021
2020-2021	5/13/2021	Training Central Time Management	2.5	5/14/2021
2020-2021	5/12/2021	Webinar Laces Closeout	2	5/14/2021
2020-2021	4/14/2021	Webinar: Literacy to Leadership (NCL)	1	4/14/2021
2020-2021	3/12/2021	NMAEA Virtual Conference	5	3/15/2021
2020-2021	3/11/2021	NMAEA Virtual Conference	6	3/15/2021
2020-2021	2/17/2021	Webinar: Serving At-Risk Youth	1	2/22/2021
2020-2021	2/16/2021	Webinar: Success at a Distance - Effective Ideas for Remote Intake	1	2/16/2021
2020-2021	12/3/2020	Webinar - Move Ahead with Adult Ed	1	12/3/2020
2020-2021	11/11/2020	TABE Certification Part I	3	12/3/2020
2020-2021	11/11/2020	TABE Certification Part II	3	12/3/2020

Rogers, Daniel: Professional Development

Fiscal Year	Date Attended	Name/Type of Professional Development	Hours	Creation Date
2020-2021	11/19/2020	Blueprint for Online/Hybrid Design Part 3	2	1/26/2021
2020-2021	10/20/2020	Brain Games for Hybrid Learning	1	1/26/2021
2020-2021	10/15/2020	Blueprint for Online/Hybrid Design Part 2	2	1/26/2021
2020-2021	10/5/2020	Blueprint for Online/Hybrid Design Part 1	2	10/8/2020
2020-2021	9/17/2020	NMAEA 2020 Teachers' Institute	1.5	10/13/2020
2020-2021	8/18/2020	Keeping Students Engaged	4	9/11/2020
2020-2021	8/4/2020	TABE Training Part I and II	1	9/11/2020
			4	

Student:

NRS Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Select Reporting System: | NRS FY 20-21 ▾ | Agency: | NMSU-Grants

Enter the number of participants* by educational functioning level, ethnicity/race**, and sex.

Entering Educational Functioning Level (A)	American Indian or Alaska Native M (B)	American Indian or Alaska Native F (C)	Asian M (D)	Asian F (E)	Black or African-American M (F)	Black or African-American F (G)	Hispanic/Latino M (H)	Hispanic/Latino F (I)	Native Hawaiian or Other Pacific Islander M (J)	Native Hawaiian or Other Pacific Islander F (K)	White M (L)	White F (M)	More than One Race M (N)	More than One Race F (O)	Total (P)
ABE*** Level 1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
ABE Level 2	6	14	0	0	0	0	6	12	0	0	1	3	0	0	42
ABE Level 3	4	17	0	0	0	0	10	17	0	0	3	2	1	1	55
ABE Level 4	1	3	0	0	0	0	4	7	0	0	2	1	0	1	19
ABE Level 5	0	2	0	0	0	0	1	1	0	0	0	1	0	0	5
ABE Level 6	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
ESL*** Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	11	37	0	0	0	0	21	37	0	0	7	7	1	2	123

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

** See definitions for ethnicity/race categories.

Student:

NRS Table 2: Participants by Age, Ethnicity, and Sex

Select Reporting System: [NRS FY 20-21 ▼]   Agency: NMSU-Grants

Enter the number of participants* by age**, ethnicity/race***, and sex.

| Age Group (A) | American Indian or Alaska Native | | Asian | | Black or African-American | | Hispanic/Latino | | Native Hawaiian or Other Pacific Islander | | White | | More than One Race | | Total |
	Male (B)	F (C)	M (D)	F (E)	M (F)	F (G)	M (H)	F (I)	M (J)	F (K)	M (L)	F (M)	M (N)	F (O)	(P)
16-18	3	2	0	0	0	0	10	6	0	0	5	1	1	1	29
19-24	4	12	0	0	0	0	4	11	0	0	2	3	0	1	37
25-44	4	21	0	0	0	0	7	20	0	0	0	3	0	0	55
45-54	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Total	11	37	0	0	0	0	21	37	0	0	7	7	1	2	123

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

**Participants should be classified based on their age at program entry. Participants entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

***See definitions of ethnicity/race categories.

The totals in columns B–O should equal the totals in columns B–O of Table 1. Row totals in column P should equal corresponding column row totals in Table 3.

Ethnicity/Race:
See Table 1

Sex:
See Table 1

Student:

NRS Table 2A: Reportable Individuals by Age, Ethnicity, and Sex

Select Reporting System: NRS FY 20-21 ▼   Agency: NMSU-Grants

Enter the number of reportable individuals* who have completed <u>fewer</u> than 12 contact hours by age**, ethnicity***, and sex.

Age Group (A)	American Indian or Alaska Native Male (B)	F (C)	Asian M (D)	F (E)	Black or African-American M (F)	F (G)	Hispanic/Latino M (H)	F (I)	Native Hawaiian or Other Pacific Islander M (J)	F (K)	White M (L)	F (M)	More than One Race M (N)	F (O)	Total (P)
16-18	5	4	0	0	0	0	2	5	0	0	2	0	0	1	19
19-24	10	7	0	1	0	1	3	3	0	0	1	1	0	0	27
25-44	8	13	0	0	0	0	1	3	0	1	2	0	0	0	28
45-54	1	0	0	0	0	0	0	0	0	0	0	1	0	0	2
55-59	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60+	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	24	24	0	1	0	1	6	11	0	1	5	2	0	1	76

*Report, on this table, only individuals who have completed fewer than 12 contact hours in a period of participation. A reportable individual is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of an AEFLA program.

** Reportable individuals should be classified based on their age at entry. Reportable individuals entering the program prior to the current program year should be classified based on their age at the beginning of the current program year.

*** See definitions of race/ethnic categories and examples that demonstrate how to report them.

Ethnicity/Race: See Table 1

Student:

NRS Table 3: Participants by Program Type and Age

Select Reporting System: NRS FY 20-21 ▼   Agency: NMSU-Grants

Enter the number of participants* by program type and age, non-duplicated.

Program Type (A)	16-18 (B)	19-24 (C)	25-44 (D)	45-54 (E)	55-59 (F)	60+ (G)	Total (H)
Adult Basic Education	28	33	54	1	0	1	117
Integrated Education and Training Program	0	0	0	0	0	0	0
Adult Secondary Education*	1	4	1	0	0	0	6
Integrated Education and Training Program	0	0	0	0	0	0	0
English Language Acquisition	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Integrated English Literacy and Civics Education (Sec. 243)*	0	0	0	0	0	0	0
Integrated Education and Training Program	0	0	0	0	0	0	0
Total	29	37	55	1	0	1	123

*A participant is an individual in an AEFLA program who has completed at least 12 contact hours.

The total in column H should equal the total in column P of Table 1.

**Number of participants enrolled in ABE levels 1-4. This number includes those enrolled in Integrated Education and Training (IET) Programs (Sec. 203(11) of WIOA).

***Number of participants enrolled in ABE levels 5 and 6. This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

****Number of participants enrolled in English Language Acquisition programs but not enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs (Sec. 203(11) of WIOA).

*****Number of participants enrolled in IELCE programs (Sec. 243 of WIOA). This number includes those enrolled in IET Programs. It does not include those enrolled in ELA programs.

Student:

NRS Table 4

Select Reporting System: | NRS FY 20-21 ▼ | Agency: NMSU-Grants

Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

(A) Entering Educational Functioning Level (EFL)	First Period of Participation										All Periods of Participation			
	(B) Total Number of Participants	(C) Number of IET or Workplace Literacy Participants	(D) Number Excluded from MSG for All Participants	(E) Total Attendance Hours for All Participants	(F) Number Who Achieved at Least One EFL Gain	(G) Number Who Attained a Secondary School Diploma or Its Recognized Equivalent*	(H) Number Achieving MSG a Second ary School Diploma and Recognized Secondary School able Diploma Skill Gains	(I) Number Achieving EFL Gain Before Achieving Program Without Measurable Skill Gains	(J) Number Separated / Remaining Achievin g Without Achieving Measurable Skill Gains	(K) Percent Achieving Measurable Skill Gains Participation	(L) Total Number of IET or Workplace Literacy Participants	(M) Total Number of Participation Periods in Which a MSG Was Achieved	(N) Total Number of Periods of Participation in Which an EFL Gain Was Attained*	(O) Percent of Participation Periods with Measurable Skill Gains

Level												
ABE Level 1	1	0	97.25	0	0	0	1	0	0	2	0	0	40.91
ABE Level 2	42	0	4297.5	13	5	0	15	9	42.86	44	13	5	50
ABE Level 3	55	0	5719.2	23	6	0	15	11	52.73	58	23	6	52.73
ABE Level 4	19	0	1261.25	2	7	0	6	4	47.37	19	2	7	47.37
ABE Level 5	5	0	538	1	2	0	0	1	60	5	1	2	60
ABE Level 6	1	0	16	0	1	0	1	0	100	1	0	1	100
ABE Total	123	0	11929.2	39	21	0	38	25	48.78	129	39	21	48.78
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	123	0	11929.2	39	21	0	38	25	48.78	129	39	21	46.51

Student:

NRS Table 4A - Educational Functioning Level Gain

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ABE Level 1	0	0	0	0	0	0	0	0	0
ABE Level 2	16	8	50	8	50	0	0	0	0
ABE Level 3	26	8	30.77	17	65.38	0	0	1	3.85
ABE Level 4	3	1	33.33	2	66.67	0	0	0	0
ABE Level 5	1	0	0	1	100	0	0	0	0
ABE Level 6	0	0	0	0	0	0	0	0	0
ABE Total	46	17	36.96	28	60.87	0	0	1	2.17
ESL Level 1	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Number of Participants (B)	Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP EFL Gains (D)	Number with EFL Gain for Mathematics by pre-posttesting (E)	Percentage Achieving Mathematics EFL Gains (F)	Number with EFL Gain by Carnegis Units/Credits (G)	Percentage Achieving EFL Gain by Carnegie Units/Credits (H)	Number with EFL Gain by Transition to Postsecondary Education (I)	Percentage Achieving EFL Gain by Transition to Postsecondary Education (J)
ESL Total	0	0	0	0	0	0	0	0	0
Grand Total	46	17	36.96	28	60.87	0	0	1	2.17

Instructions for Completing Table 4A

- Column B is the number of participants who achieved an EFL gain during the program year

- Both ELA/literacy or ELP and Mathematics level gains must be reported for all participants, if tested in both areas. EFL gains reported in Columns C and D may be measured by reading, writing, literacy skills, speaking or listening tests approved for use in the National Reporting System for Adult Education (NRS).

- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Multiple outcomes are permissible on this table for individual participants.

- In each of Columns C, E, G, and I, record the total number of participants who achieved at least one educational functioning level gain of that type.

- Calculate Percentages as follows:

  o Column D = Column C/Column B

  o Column F = Column E/Column B

  o Column H = Column G/Column B

  o Column J = Column I/Column B

Student:

NRS Table 4B

Select Reporting System: [NRS FY 20-21 ▼]

Agency: NMSU-Grants

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1	0	0	0	0	0	0
ABE Level 2	20	3411	16	3	1	80
ABE Level 3	33	4774.95	25	4	4	75.76
ABE Level 4	3	734.25	3	0	0	100
ABE Level 5	3	471.25	1	1	1	33.33
ABE Total	59	9391.45	45	8	6	76.27
ESL Level 1	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours (C)	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ESL Total	0	0	0	0	0	0
Total	59	9391.45	45	8	6	76.27

Include in this table only participants who are both pre- and post-tested.

· Column D is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.

· Column E is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

· Column F represents the number of participants still enrolled who are at the same EFL level as when they entered.

· Column D + E + F should equal the total in Column B.

· Each row total in Column G is calculated using the following formula: G = Column D / Column B

Student:

NRS Table 4C

Select Reporting System: | NRS FY 20-21 ▾ | Agency: NMSU-Grants

Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

	First Period of Participation										All Periods of Participation				
Entering Educational Functioning Level (EFL)	Total Number of Participants	Number of Participants	Total Attendance	Number Who Achieved School Diploma and Secondary Measurable Skill Gains	Number Who Attained at Least One EFL Equivalent Participant Gain	Recognized School able Diploma* Diploma Gains	Number of Secondary School EFL Gain Before Achieving Program Achieving Without Measurable Skill Gains	Number Remaining in Program Achieving Without Measurable Skill Gains	Percentage Total Number of Achieving Measurable Skill Gains	Total Number of Participants of IET or Workplace Literacy Participants	Number of Participants Which a Second Than Other MSG Was Achieved	Total Number of Periods of Participation in Which a MSG Was Achieved	Total Number of Periods of Participation in Which a Secondary School EFL Gain Diploma* Was Attained	Total Number of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)

Number of IET or Workplace Literacy Participants
Number Who Achieved an MSG
Number Who Achieved a Secondary Than Other EFL ed Number Separate Number
Total Number of Other Than EFL Number Separate Percentage

ABE Level 1	1	0	97.25	0	0	0	1	0	0	2	0	0	0	0
ABE Level 2	42	0	4297.5	13	5	0	15	9	42.86	44	13	5	0	40.91
ABE Level 3	55	0	5719.2	23	6	0	15	11	52.73	58	23	6	0	50
ABE Level 4	19	0	1261.25	2	7	0	6	4	47.37	19	2	7	0	47.37
ABE Level 5	5	0	538	1	2	0	1	1	60	5	1	2	0	60
ABE Level 6	1	0	16	0	1	0	0	0	100	1	0	1	0	100
ABE Total	123	0	11929.2	39	21	0	38	25	48.78	129	39	21	0	46.51
ESL Level 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Level 6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESL Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grand Total	123	0	11929.2	39	21	0	38	25	48.78	129	39	21	0	46.51

Student:

NRS Table 5

Primary Indicators of Performance

	First Period of Participation			All Periods of Participation		
Primary Indicators of Performance	(B) Number of Participants who Exited	(C) Number of Participants who Exited Achieving Outcome or Median Earnings Value	(D) Percentage of Participants Achieving Outcome	(E) Total Periods of Participation	(F) Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation	(G) Percentage of Participants in All Periods of Participation Achieving Outcome
(A)						
Employment Second Quarter after exit *	89	24	26.97	89	24	26.97
Employment Fourth Quarter after exit *	113	2	1.77	115	2	1.74
Median Earnings Second Quarter after exit **	24	3306.31		24	3306.31	
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit ***	1	0	0	1	0	0
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit ***	1	0	0	1	0	0
Attained a Postsecondary Credential while enrolled or within one year of exit ****	0	0	0	0	0	0
Attained any credential (unduplicated) *****	1	0	0	1	0	0

Student:

NRS Table 6: Participant Status and Program Enrollment

Select Reporting System: [NRS FY 20-21 ▼]   Agency: NMSU-Grants

Participant Status on Entry into the Program (A)	Number (B)
Employed	47
Employed, but Received Notice of Termination of Employment or Military Separation is pending	0
Unemployed	65
Not in the Labor Force	11
TOTAL	123

Highest Degree Level of School Completed*	US Based Schooling	Non-US Based Schooling
No Schooling	0	0
Grades 1-5	1	0
Grades 6-8	9	0
Grades 9-12 (no diploma)	100	2
Secondary School Diploma or alternate credential	0	0
Secondary School Equivalent	0	0
Some Postsecondary education, no degree	0	0
Postsecondary or professional degree	0	0
Unknown	0	0
TOTAL (both US Based and Non-US Based)	112	

Program Type**

Participant Status on Entry into the Program (A)	Number (B)
In Family Literacy Program	0
In Workplace Adult Education and Literacy Activities***	0
Institutional Programs (section 225)	
In Correctional Facility	0
In Community Correctional Program	0
In Other Institutional Setting	0
TOTAL Institutional	0

* Enter the highest level of schooling or degree attained for each participant in US or non-US-based schooling. Provide *only one entry* per participant. The total number of participants reported here must be the same as the number reported in the Total row of Column P, Table 1.

** Participants counted here must be in a program specifically designed for that purpose.

*** The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Employment Status definitions:

Employed: The participant, at program entry, (a) is currently performing any work at all as a paid employee, (b) is currently performing any work at all in his or her own business, profession, or farm, (c) is currently performing any work as an unpaid worker in an enterprise operated by a member of the family, or (d) is one who is not working, but currently has a job or business from which he or she is temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time-off, and whether or not seeking another job.

Employed, but Received Notice of Termination of Employment or Military Separation is pending: The participant, at program entry, is a person who, although employed, either (a) has received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or (b) is a transitioning service member (i.e., within 12 months of separation or 24 months of retirement).

Not in the labor force: The participant, at program entry, is not in the labor force (i.e., those who are not employed and are not actively looking for work, including those who are incarcerated).

Unemployed: The participant, at program entry, is not employed but is seeking employment, makes specific effort to find a job, and is available for work.

Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

New Mexico
Workforce Connection

A Proud Partner of the American Job Center Network

NMSU Grants

Memorandum of Understanding (MOU)
Between
Northern Area Local Workforce Development Board
And
American Job Center Partners

July 1, 2020 - June 30, 2023

Memorandum of Understanding (MOU)
Between
Northern Area Local Workforce Development Board
And
American Job Center Partners

LEGAL AUTHORITY

The Workforce Innovation and Opportunity Act (WIOA) sec. 121(c)(1) requires the Local Board, with this agreement of the Chief Elected Officials (CEO's), to develop and enter into a Memorandum of Understanding (MOU) and the One-Stop Partners consistent with WIOA Sec. 121(c)(2) concerning the operation of the one-stop delivery system in a local area. This requirement is further described in the WIOA; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions: Final Rule at 20 CFR 678.500, 34 CFR 361.500 and 34 CFR 463.500 and in Federal guidance.

Additionally, the sharing and allocation of infrastructure costs among one-stop partners is governed by WIOA sec. 121(h), it is implementing regulations, and the Federal Cost Principles contained in the Uniform Administrative requirement, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) ant 2 CFR part 200.

PURPOSE

The primary purpose of this Memorandum of Understanding (MOU) is to create a partnership between the Northern Area Local Workforce Development Board (NALWDB) and the American Job Center Partners (Partners) within the counties of Santa Fe, Taos, Rio Arriba, Los Alamos, Colfax, San Miguel, Mora McKinley, San Juan and Cibola counties.

The development and implementation of a comprehensive workforce system requires teamwork between the Partners and the NALWDB. The Partners and the NALWDB agree to work together to establish shared goals, operating strategies, and procedures for the effective integration of workforce services.

The NALWDB collaborates with a wide variety of individuals, businesses, and organizations. The NALWDB views its mission as guiding a regionally recognized workforce development system that aligns with the economic and educational goals of the State of New Mexico resulting in a qualified workforce available to businesses across counties; our mission directly supports economic business growth. The vision is for a New Mexico where every person maximizes his or her career potential, and businesses have access to the human capital they need to be successful. The collaborative development of this local plan is intended to create a foundational blueprint for local chief elected officials, economic development organizations, state agencies, community organizations, labor unions, local businesses, and WIOA adult and youth service providers to utilize in coordinating services for businesses, job training, and placement activities to meet the diverse, unique needs of both the mostly rural and also urban areas within the NALWDB service delivery area.

SYSTEM STRUCTURE
NALWDB American Job Centers

Within the Northern Region, there are two comprehensive one-stop centers (Santa Fe County and San Juan County), and four affiliate American Job Centers. These centers were established under the Workforce Investment Act of 1998 and continued by the Workforce Innovation and Opportunity Act. All centers offer WIOA Title I.B Adult, Dislocated Worker, and Youth Services, Title III Wagner-Peyser services, and provide for both staff assisted and self-directed services and access to Unemployment Insurance via the telephone or through the resource center facilities with staff assistance available.

Resources available at each NALWDB American Job Center includes, but are not limited to: computers with internet access, fax and copy machines, online job search and career exploration resources, online filing for Unemployment Insurance benefits, labor market information and literature pertaining to careers, job search, and training. Staff assisted career services are available to customers who require some staff assistance to include job referral, job development, workshops, resume review, and other reemployment services support.

Office hours for all American Job Centers within the Northern Region are Monday through Friday 8:00 AM to 5:00 PM. In addition to the business hours in the centers, customers, including individuals and businesses, can contact the Northern Region American Job Centers by phone at (505) 776-4358, or request assistance at a dedicated website (www.nnmworkforceconnection.com).

NALWDB PARTNERS

Below is also a list of all partners within the Northern Region's American Job Center system pursuant to the Workforce Innovation and Opportunity Act (WIOA) of 2014.

Partner Program	Partner Organization	Authorization / Category
Co-Located Partners at One-Stop America's Job Centers		
Wagner-Peyser Employment Services	NM Dept. of Workforce Solutions	Wagner Peyser Employment Services (ES) program, authorized under the Wagner-Peyser Act (29 U.S.C. 49 et seq.), as amended by Title III of WIOA, also providing the state's public labor exchange.
Jobs for Veterans State Grants	NM Dept. of Workforce Solutions	Jobs for Veterans State Grants (JVSG) authorized under chapter 41 of title 38, U.S.C.
Trade Adjustment Assistance	NM Dept. of Workforce Solutions	Trade Adjustment Assistance (TAA), authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)
WIOA Adult Dislocated Workers, and Youth Program	Help New Mexico	WIOA title I Adult Dislocated Workers, and Youth Program - WIOA Act of 2014

Partner Program	Partner Organization	Authorization / Category
Partners Not Co-located at One-Stop America's Job Centers		
NM Department of Vocational Rehabilitation Services	NM Department of Vocational Rehabilitation Services	State Vocational Rehabilitation (VR) program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), as amended by title IV of WIOA
Unemployment Insurance Reemployment Services and Eligibility Assesment	NM Department of Workforce Solutions	Budget Control Act, 2016 WIOA Act of 2014
Temporary Assistance for Needy Families (TANF)	NM Human Services Department.	Temporary Assistance for Needy Families (TANF)

Title V-Senior Community Services Employment	NM Aging and Long Term Services	Senior Community Service Employment Program (SCSEP), authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)
Senior Community Service Employment Program (SCSEP)	Goodwill Industries of New Mexico	Senior Community Service Employment Program (SCSEP), authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 seq.)
Adult Basic Education	Dine College Consortium, Luna Community College, NMSU Grants, Northern New Mexico College, San Juan College, Santa Fe Community College, UNM-Los Alamos, UNM-Gallup, UNM-Taos	WIOA Title II Adult Education and Family Literacy Act (AEFLA) Program. NNMC obligations are described in Appendix A., following the signature page.

TERMS AND CONDITIONS
Services
Partners will make services available as described below, when applicable to the program, consistent with and coordinated via the NALWDB American Job Centers. Additional services may be provided on a case-by-case basis and with the approval of the NALWDB.

Business Services

Serve as a single point of contact for businesses, responding to all requests in a timely manner	Provide information of services related to Unemployment Insurance taxes and claims	Assist with disability and communication accommodations, including job coaches
Conduct outreach regarding Local workforce system's services and products	Conduct on-site / off-site Rapid Response activities regarding closures and downsizings	Develop On-the-Job Training (OJT) contracts, incumbent worker contracts, or pay-for-performance contract strategies
Provide access to labor market information	Provide customized recruitment and job applicant screening, assessment, and referral services	Provide employer and industry cluster-driven Occupational Skills Training through Individual Training Accounts with eligible training providers
Assist with the interpretation of labor market information	Conduct and or assist with job fairs and hiring events	Develop customized training opportunities to meet specific employer and/or industry cluster needs
Use of one-stop center facilities for recruiting and interviewing job applicants	Consult on human resources & Business Development issues	Coordinate with employers to develop and implement layoff aversion strategies
Post job vacancies in the state labor exchange system and take and fill job orders	Provide information regarding disability awareness issues	Provide incumbent worker upgrade training through various modalities
Provide information regarding workforce development initiatives and programs	Provide information regarding assistive technology and communication accommodations	Develop, convene, or implement industry or sector partnerships

Job Seeker Services

Basic Career Services	Individualized Career Services	Training
Outreach, intake and orientation to the information, services, programs, tools and resources available through the Local workforce system	Comprehensive and specialized assessments of skills levels and service needs	Occupational skills training through Individual Training Accounts (ITAs)
Initial assessments of skill level(s), aptitudes, abilities and supportive service needs	Development of an individual employability development plan to identify employment goals, appropriate achievement objectives, and appropriate combination of services for the customer to achieve the employment goals	Adult education and literacy activities, including English language acquisition (ELA), provided in combination with the training services described above
Job search and placement assistance (including provision of information on in-demand industry sectors and occupations and non-traditional employment	Referral to training services	On-the-Job Training (OJT)
Access to employment opportunity and labor market information	Group career counseling	Incumbent Worker Training
Performance information and program costs for eligible providers of training, education, and workforce services	Literacy activities related to work readiness	Programs that combine workplace training with related instruction which may include cooperative education
Information on performance of the local workforce system	Individual counseling and career planning	Training programs operated by the public and private sector
Information on the availability of supportive services and referral to such, as appropriate	Case management for customers seeking training services; individual in and out of area job search, referral, and placement assistance	Skill upgrading and retraining
Information for Unemployment Insurance claim filing	Work experience, transitional jobs, registered apprenticeships, and internships	Entrepreneurial training
Information and assistance in applying for financial aid for training and education programs not provided under WIOA		Other training services as determined by the workforce partner's governing rules
		Post-employment follow-up services and support

Youth Services

Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential	Alternative secondary school services, or dropout recovery services, as appropriate
Paid and unpaid work experiences that have as a component academic and occupational education, which may include: Summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities	Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved
Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
Supportive services	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
Follow-up services for not less than 12 months after the completion of participation, as appropriate	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate
Financial literacy education	Entrepreneurial skills training
Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services	Activities that help youth prepare for and transition to postsecondary education and training

Roles Responsibilities of the Partners

All Parties to this agreement shall comply with:
- Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule, published December 2, 2016);
- Title VI of the Civil Rights Act of 1964 (Public Law 88-352);
- Section 504 of the Rehabilitation Act of 1973, as amended;
- The Americans with Disabilities Act of 1990 (Public Law 101-336);
- The Jobs for Veterans Act (Public Law 107-288) pertaining to priority of service in programs funded by the U.S. Department of Labor;
- Training and Employment Guidance Letter (TEGL) 37-14, Update on Complying with Nondiscrimination Requirements: Discrimination Based on Gender Identity, Gender Expression and Sex Stereotyping are Prohibited Forms of Sex Discrimination in the Workforce Development System and other guidance related to implementing WIOA sec. 188;
- The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99);
- Confidentiality requirements governing the protection and use of personal information held by the VR agency (34 CFR 361.38);
- The confidentiality requirements governing the use of confidential information held by the State UI agency (20 CFR part 603);
- all amendments to each; and
- all requirements imposed by the regulations issued pursuant to these acts.

The above provisions require, in part, that no persons in the United States shall, on the grounds of race, color, national origin, sex, sexual orientation, gender identity and/or expression, age, disability, political beliefs or religion be excluded from participation in, or denied, any aid, care, services or other benefits provided by federal and/or state funding, or otherwise be subjected to discrimination.

Additionally, all Parties shall:
- Collaborate and reasonably assist each other in the development of necessary service delivery protocols for the services outlined in the Partner Services section above;
- Agree that the provisions contained herein are made subject to all applicable federal and state laws, implementing regulations, and guidelines imposed on either or all Parties relating to privacy rights of customers, maintenance of records, and other confidential information relating to customers; and
- Agree that all equipment and furniture purchased by any party for purposes described herein shall remain the property of the purchaser after the termination of this agreement.

Chief Elected Official

The CEO's for the NALWDB will:
- In Partnership with the NALWDB and other applicable Partners within the planning region, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by the NALWDB and their Partners, and that incorporates plans for each of the NALWDB local areas in the planning region;
- Approve the NALWDB budget and workforce center cost allocation plan;
- Approve the selection of the one-stop operator following the competitive procurement process; and
- Coordinate with the NALWDB to oversee the operations of the Northern Region's American Job Center network.

Northern Area Labor Workforce Development Board

The Northern Area Labor Workforce Development Board (NALWDB) ensures the workforce-related needs of employers, workers, and job seekers in the Northern Area are met, to the maximum extent possible with available resources.

The NALWDB will:
- In Partnership with the CEO's and other applicable Partners within the Northern Area, develop and submit a single regional plan that includes a description of the activities that shall be undertaken by NALWDB and their Partners;
- In collaboration and Partnership with the CEO's and other applicable Partners within the planning region, develop the strategic regional vision, goals, objectives, and workforce-related policies;
- In cooperation with the Local CEO's design and approve the NALWDB American Job Centers network structure. This includes, but is not limited to:
    - Adequate, sufficient, and accessible one-stop center locations and facilities;
    - Sufficient numbers and types of providers of career and training services (including eligible providers with expertise in assisting individuals with disabilities and eligible providers with expertise in assisting adults in need of adult education and literacy activities);
    - A holistic system of supporting services; and
    - A competitively procured one-stop operator.
- In collaboration with the CEO's, designate through a competitive process, oversee, monitor, implement corrective action, and, if applicable, terminate the one-stop operator(s);
- Determine the role and day-to-day duties of the one-stop operator;
- Approve annual budget allocations for operation of the American Job Centers network;
- Help the one-stop operator recruit operational Partners and negotiate MOUs with new Partners;
- Leverage additional funding for the NALWDB American Job Centers network to operate and expand one-stop customer activities and resources; and
- Review and evaluate performance of the NALWDB and one-stop operator.

One-Stop Operator

The Northern Area Local Workforce Development Board One-Stop Operations Manager will designate from Partner staff a Site Manager who will act as "functional leaders" for their designated office. As such, they will have the authority to organize and supervise Partner staff, to optimize and streamline service delivery efforts. Formal leadership, supervision, and performance responsibilities will remain with each staff member's employer of record. The one-stop operator, through the Center Managers, will at a minimum facilitate daily operations, including but not limited to:

- Manage and coordinate Partner responsibilities, as defined in this MOU;
- Implement board policy;
- Manage hours of operation, including any possible once weekly extended hours of operation;
- Work with Partners to coordinate daily work schedule and ensure sufficient staff availability to ensure service coverage during all work hours;
- Assist the NALWDB in establishing and maintaining the American Job Center network structure. This includes but is not limited to ensuring that State requirements for center certification are met and maintained, ensuring that career services such as the ones outlined in WIOA sec. 134©(2) are available and accessible, ensuring staff are properly trained by their formal leadership organizations and provided technical assistance as needed, ensuring that NALWDB policies are implemented and adhered to;
- Provide guidance and leadership to ensure NALWDB American Job Centers policies and procedures are clearly communicated and followed;
- Provide guidance and leadership to ensure compliance with all Federal regulations related to WIOA, state and local policies are implemented accordingly. Additionally, ensure provisions of the U. S. Department of Labor Statement 29 CFR 38 Implementation of Nondiscrimination and Equal Opportunity are understood and followed.
- Integrate systems and coordinate services for the center and its Partners, placing priority on customer service:
- Integrate Workforce Service Delivery, as defined by WIOA, means organizing and implementing services by function (rather than program), when permitted by a program's authorizing stature and as appropriate, and by coordinating policies, staff communication, capacity building, and training efforts;
- Establish and sustain relationships with NALWDB American Job Centers partners with a focus on creating opportunities to engage in shared planning, visioning, continuous improvement, and program outcomes and evaluation;
- Ongoing identification and development of community partners to engage in workforce systems activities that lead to improvements in community awareness or engagement in workforce development strategies; and enhanced interest in organizations and businesses to use NALWDB American Job Centers services;
- Support the implementation of continuous quality improvement approaches and methodologies to enhance the system effectiveness. Examples include, but are not limited to: adoption of change principles to directly enhance flow of service delivery, improve customer, and staff satisfaction; increased administrative efficiencies or improved funding leverage, youth friendly and youth engaged approaches, and inclusion of individuals with disabilities across all programs;
- Identify and coordinate capacity-building activities to improve the effectiveness and performance of partners working with and within the NALWDB American Job Centers; including youth services and programs for individuals with disabilities;
- Facilitate opportunities for shared learning and training;

- Convene regular meetings of all Partner agencies and organizations to support full engagement and share leadership in the organizing and developing of ongoing activities and processes; including youth services and programs for individuals with disabilities;
- Actively engage in opportunities to share leadership with all partners by creating opportunities to report, present, and share activities, such as through local board and committee meetings, community forums, and other appropriate settings throughout the Northern Area;
- Assure the NALWDB American Job Centers comply with all required customer support and information as required under local, state and federal regulations;
- Collaborate with partners to facilitate and participate in special projects such as job fairs, business driven workshops, and be responsible for communicating employers' needs to the American Job Centers partners;
- Oversee and coordinate partner, program, and NALWDB's American Job Centers network performance, including but not limited to:
  - Providing and/or contributing to reports of center activities, as requested by the NALWDB
  - Providing input to the formal leader (partner program official) on the work performance of staff under the review
  - Identifying and facilitating the timely resolution of complaints, problems, and other issues
  - Collaborating with the NALWDB on efforts designed to ensure the meeting of program performance measures, including data sharing procedures to ensure effective data matching, timely data entry into the case management systems, and coordinated data batch downloads (while ensuring the confidentiality requirements of FERPA, 34 CFR 361.38, and 20 CFR part 603)
  - Ensuring open communications with the formal leader(s) in order to facilitate efficient and effective center operations
  - Evaluating customer satisfaction data and propose service strategy changes to the NALWDB based on findings
- Manage fiscal responsibilities and records for the center. This includes assisting the NALWDB with cost allocations and the maintenance and reconciliation of one-stop center operation budgets;
- Other duties as outlined by local, state and federal regulations for the One-Stop Operator.

The One-Stop operator will not assist in the development, preparation and submission of Local plans. They cannot manage or assist in future competitive processes for selecting operators or select or terminate one-stop operators, career services providers, or Youth providers. The operator cannot negotiate local performance accountability measures or develop and submit budgets for activities of the NALWDB. The NALWDB is responsible for the negotiated performance measures, strategic planning, budgets, and one-stop operator oversight (including monitoring).

Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement and to pursue acquiring Certified Workforce Development Professional (CWDP) certification for partner staff.

Partners will further promote system integration to the maximum extent feasible through:
- Effective communication, information sharing, and collaboration with the one-stop operator;
- Joint planning, policy development, and system design processes,
- Commitment to the joint mission, vision, goals, strategies, and performance measures;
- The design of assessment, referral, and case management processes,
- The use of data sharing methods, as appropriate;
- Leveraging of resources, including other public agency and non-profit organization services;
- Participation in a continuous improvement process designed to enhance outcomes and increase customer satisfaction; and
- Participation in regularly scheduled Partner and coordination meetings to exchange information in support of the above and promote program and staff integration.

Data Sharing

Partners agree that the use of high-quality, integrated data is essential to inform decisions made by policymakers, employers, and job seekers.

Partners further agree that the collection, use, and disclosure of customers' personally identifiable information (PII) is subject to various requirements set forth in Federal and State privacy laws. Partners acknowledge that the execution of this MOU, by itself, does not function to satisfy these requirements.

All data, including customer PII, collected, used, and disclosed by Partners will be subject to the following:
- Customer PII will be properly secured in accordance with the NALWDB's policies and procedures regarding the safeguarding of PII;
- The collection, use, and disclosure of customer education records, and the PII contained therein, as defined under FERPA, shall comply with FERPA and applicable State privacy laws;
- All confidential data contained in UI wage records must be protected in accordance with the requirements set forth in 20 CFR part 603;
- All personal information contained in Vocational Rehabilitation records must be protected in accordance with the requirements set forth in 34 CFR 361.38;
- Customer data may be shared with other programs, for those programs' purposes, within the NALWDB American Job Centers network only after the informed written consent of the individual has been obtained, where required;
- Customer data will be kept confidential, consistent with Federal and State privacy laws and regulations; and.
- All data exchange activity will be conducted in machine readable format, such as HTML or PDF, for example, and in compliance with Section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794 (d)).
- Release of information/referral forms for WIOA Adult programs (attached)

All one-stop center and Partner staff will be trained in the protection, use, and disclosure requirements governing PII and any other confidential data for all applicable programs, including FERPA-protected education records, confidential information in UI records, and personal information in VR records.

Confidentiality

All Parties expressly agree to abide by all applicable Federal, State, and local laws and regulations regarding confidential information, including PII from educational records, such as but not limited to 20 CFR Part 603, 45 CFR Section 205.50, 20 USC 1232g and 34 CFR part 99, and 34 CFR 361.38, as well as any applicable State and local laws and regulations. In addition, in carrying out their respective responsibilities, each Party shall respect and abide by the confidentiality policies and legal requirements of the other Parties.

Each Party will ensure that the collection and use of any information, systems, or records that contain PII and other personal or confidential information will be limited to purposes that support the programs and activities described in this MOU and will comply with applicable law.

Each Party will ensure that access to software systems and files under its control that contain PII or other personal or confidential information will be limited to authorized staff members who are assigned responsibilities in support of the services and activities described herein and will comply with applicable law. Each Party expressly agrees to take measures to ensure that no PII or other personal or confidential information is accessible by unauthorized individuals.

To the extent that confidential, private, or otherwise protected information needs to be shared amongst the Parties for the Parties' performance of their obligations under this MOU, and to the extent that such sharing is permitted by applicable law, the appropriate data sharing agreements will be created and required confidentiality and ethical certifications will be signed by authorized individuals. With respect to confidential unemployment insurance information, any such data sharing must comply with all of the requirements in 20 CFR Part 603, including but not limited to requirements for an agreement consistent with 20 CFR 603.10, payments of costs, and permissible disclosures.

With respect to the use and disclosure of FERPA-protected customer education records and the PII contained therein, any such data sharing agreement must comply with all of the requirements set forth in 20 U.S.C. § 1232g and 34 CFR Part 99.

With respect to the use and disclosure of personal information contained in VR records, any such data sharing agreement must comply with all of the requirements set forth in 34 CFR 361.38.

Referrals

The primary principle of the referral system is to provide integrated and seamless delivery of services to workers, job seekers, and employers. To facilitate such a system, Partners agree to:
- Familiarize themselves with the basic eligibility and participation requirements, as well as with the available services and benefits offered, for each of the Partners' programs represented in the NALWDB American Job Centers network;

- Develop materials summarizing their program requirements and making them available for Partners and customers;
- Develop and utilize eligibility determination, assessment, and registration forms / processes;
- Provide substantive referrals – in accordance with the NALWDB Referral Policy – to customers who are eligible for supplemental and complementary services and benefits under partner programs;
- Regularly evaluate ways to improve the referral process, including the use of customer satisfaction surveys;
- Commit to robust and ongoing communication required for an effective referral process; and
- Commit to actively follow up on the results of referrals and assuring that Partner resources are being leveraged at an optimal level.

Accessibility
Accessibility to the services provided by the NALWDB American Job Centers and all Partner agencies is essential to meeting the requirements and goals of the NALWDB network. Job seekers and businesses must be able to access all information relevant to them via visits to physical locations as well as in virtual spaces, regardless of gender, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Physical Accessibility
One-stop centers will maintain a culture of inclusiveness and the physical characteristics of the facility, both indoor and outdoor, will meet the latest standards of accessible design. Services are available in a convenient and accessible location, and include adequate parking (including parking clearly marked for individuals with disabilities). Indoor space is designed in an "equal and meaningful" manner providing access for individuals with disabilities.

Virtual Accessibility
The NALWDB will work with all appropriate parties to ensure that job seekers and businesses have access to the same information online as they do in a physical facility. Information must be clearly marked and compliant with Section 508 of the U.S. Department of Health and Human Services code. Partners will comply with the Plain Writing Act of 2010; the law that requires that federal agencies use "clear Government communication that the public can understand and use" and all information kept virtually will be updated regularly to ensure dissemination of correct information.
Partners should either have their own web presence via a website and/or the use of social media and must collaborate with the NALWDB to post content through its website and social media sites.

Communication Accessibility
Communications access, for purposes of this MOU, means that individuals with sensory disabilities can communicate (and be communicated with) on an equal footing with those who do not have such disabilities. All Partners agree that they will provide accommodations for individuals who have communication challenges, including but not limited to individuals who are deaf and hard of hearing, individuals with vision impairments, and individuals with speech-language impairments.

Programmatic Accessibility
All Partners agree that they will not discriminate in their employment practices or services on the basis of gender, gender identity and/or expression, age, race, religion, national origin, disability, veteran's status, or on the basis of any other classification protected under state or federal law.

Partners must assure that they have policies and procedures in place to address these issues, and that such policies and procedures have been disseminated to their employees and otherwise posted as required by law. Partners further assure that they are currently in compliance with all applicable state and federal laws and regulations regarding these issues.

All Partners will cooperate with compliance monitoring that is conducted at the local level to ensure that all NALWDB American Job Centers programs, services, technology, and materials are physically and programmatically accessible and available to all. Additionally, staff members will be trained to provide services to all, regardless of range of abilities, mobility, age, language, learning style, or comprehension or education level. An interpreter will be provided in real time or, if not available, within a reasonable timeframe to any customer with a language barrier. Assistive devices, such as screen-reading software programs and assistive listening devices must be available to ensure physical and programmatic accessibility within NALWDB American Job Centers. The NALWDB utilizes the Governor's Commission on Disability for recommendations and assistance to define the best methods and products regarding assistive technology and compliance.

Outreach

The NALWDB and its Partners will develop and implement a strategic outreach plan that will include, at a minimum:
- Specific steps to be taken by each partner;
- An outreach plan to the region's human resources professionals;
- An outreach and recruitment plan to the region's job seekers, including targeted efforts for populations most at-risk or most in need;
- An outreach and recruitment plan for out-of-school youth;
- Sector strategies and career pathways;
- Connections to registered apprenticeship;
- A plan for messaging to internal audiences;
- An outreach tool kit for Partners;
- Regular use of social media;
- Clear objectives and expected outcomes; and
- Leveraging of any statewide outreach materials relevant to the region.

Dispute Resolution

The following section details the dispute resolution process designed for use by the Partners when unable to successfully reach an agreement necessary to execute the MOU. A disagreement is considered to have reached the level of dispute resolution when an issue arises out of the development and negotiation of an MOU that is not easily coming to a point of resolution. It is the responsibility of the NALWDB Board Chair (or designee) to coordinate the MOU dispute resolution to ensure that issues are being resolved appropriately. Any party to the MOU may seek resolution under this process:
- All Parties are advised to actively participate in local negotiations in a good faith effort to reach an agreement. Any disputes shall first be attempted to be resolved informally;
- Should informal resolution efforts fail, the dispute resolution process must be formally initiated by the petitioner seeking resolution. The petitioner must send a notification to the

NALWDB Board Chair (or designee) and all Parties to the MOU regarding the conflict within 10 business days;

- The NALWDB Board Chair (or designee) shall place the dispute on the agenda of a special meeting of the Local WDB's Executive Committee, which is composed of the Chair of each NALWDB committee – (1) Executive Committee, (2) Workforce Consultation Performance Committee, (3) Youth Committee, (4) Finance Committee, (5) Rules Committee, for a total of five (5) individuals. The Executive Committee shall attempt to mediate and resolve the dispute. Disputes shall be resolved by a two-thirds majority consent of the Executive Committee members present;
- The decision of the Executive Committee shall be final and binding unless such a decision is in contradiction of applicable State and Federal laws or regulations governing the Partner agencies;
- The right of appeal no longer exists when a decision is final. Additionally, final decisions will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure;
- The Executive Committee must provide a written response and dated summary of the proposed resolution to all Parties of the MOU; and
- The NALWDB Board Chair (or designee) will contact the petitioner and the appropriate Parties to verify that all are in agreement with the proposed resolution;
- By law, third party disputes will be handled by the Governor's office.

Monitoring

The NALWDB, or its designated staff, officials from the State and Local administrative entities, the U.S. Departments of Labor, Education, and Health and Human Services have the authority to conduct fiscal and programmatic monitoring to ensure that:

- Federal awards are used for authorized purposes in compliance with law regulations, and State policies;
- Those laws, regulations, and policies are enforced properly;
- Performance data are recorded, tracked, and reviewed for quality to ensure accuracy and completeness;
- Outcomes are assessed and analyzed periodically to ensure that performance goals are met;
- Appropriate procedures and internal controls are maintained, and record retention policies are followed; and
- All MOU terms and conditions are fulfilled.

All Parties to this MOU should expect regular fiscal and programmatic monitoring to be conducted by each of the above entities, as appropriate.

Non-Discrimination and Equal Opportunity

All Parties to this MOU certify that they prohibit, and will continue to prohibit, discrimination, and they certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender, gender identification and/or expression, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bona fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.

The Parties specifically agree that they will comply with Section 188 of the WIOA Nondiscrimination and Equal Opportunity Regulations (29 CFR Part 38; Final Rule December 2, 2016), the Americans with Disabilities Act (42 U.S.C. 12101 et seq.), the Non-traditional Employment for Women Act of 1991, titles VI and VII of the Civil Rights of 1964, as amended, Section 504 of the Rehabilitation Act of 1973, as amended, the Age Discrimination Act of 1967, as amended, title IX of the Education Amendments of 1972, as amended, and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 CFR Part 37 and 38.

Indemnification

All Parties to this MOU recognize the Partnership consists of various levels of government, not-for-profit, and for-profit entities. Each party to this agreement shall be responsible for injury to persons or damage to property resulting from negligence on the part of itself, its employees, its agents, or its officers. No Partner assumes any responsibility for any other party, State or non-State, for the consequences of any act or omission of any third party. The Parties acknowledge the NALWDB and the one-stop operator have no responsibility and/or liability for any actions of the one-stop center employees, agents, and/or assignees. Likewise, the Parties have no responsibility and/or liability for any actions of the NALWDB or the one-stop operator.

Severability

If any part of this MOU is found to be null and void or is otherwise stricken, the rest of this MOU shall remain in force.

Drug and Alcohol-Free Workplace

All Parties to this MOU certify they will comply with the Drug-Free Workplace Act of 1988, 41 U.S.C. 702 et seq., and 2 CFR part 182 which require that all organizations receiving grants from any Federal agency maintain a drug-free workplace. The recipient must notify the awarding office if an employee of the recipient is convicted of violating a criminal drug statute. Failure to comply with these requirements may be cause for suspension or debarment under 2 CFR part 180, as adopted by the U.S. Department of Education at 2 CFR 3485, and the U.S. Department of Labor regulations at 29 CFR part 94.

Certification Regarding Lobbying

All Parties shall comply with the Byrd Anti-Lobbying Amendment (31 U.S.C. Section1352), 29 C.F.R. Part 93, and 34 CFR part 82, as well as the requirements in the Uniform Guidance at 2 CFR 200.450. The Parties shall not lobby federal entities using federal funds and will disclose lobbying activities as required by law and regulations.

Debarment and Suspension

All Parties shall comply with the debarment and suspension requirements (E.0.12549 and12689) and 2 CFR part 180 and as adopted by the U.S. Department of Labor at 29 CFR part 2998 and by the U.S. Department of Education at 2 CFR 3485.

Priority of Service

All Parties certify that they will adhere to all statutes, regulations, policies, and plans regarding priority of service, including, but not limited to, priority of service for veterans and their eligible spouses, and priority of service for the WIOA title I Adult program, as required by 38 U.S.C. sec. 4215 and its implementing regulations and guidance, and WIOA sec. 134(c)(3)(E) and its implementing regulations and guidance. Partners will target recruitment of special populations that receive a focus for services under WIOA, such as individuals with disabilities, low-income individuals, basic skills deficient youth, and English language learners.

Buy American Provision

Each Party that receives funds made available under title I or II of WIOA or under the Wagner-Peyser Act (29 U.S.C. Section 49, et. seq.) certifies that it will comply with Sections 8301 through 8303 of title 41 of the United States Code (commonly known as the "Buy American Act.") and as referenced in WIOA Section 502 and 20 CFR 683.200(f).

Salary Compensation and Bonus Limitations

Each Party certifies that, when operating grants funded by the U.S. Department of Labor, it complies with TEGL 05-06, Implementing the Salary and Bonus Limitations in Public Law 109-234, TEGL 17-15, Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker and Youth Activities Program Allotments for Program Year (PY) 2016; Final PY 2016 Allotments for the Wagner-Peyser Act Employment Service (ES) Program Allotments; and Workforce Information Grants to States Allotments for PY 2016, Public Laws 114-113 (Division H, title I, Section 105) and 114-223, and WIOA section 194(15)(A), restricting the use of federal grant funds for compensation and bonuses of an individual, whether charged to either direct or indirect, at a rate in excess of the Federal Office of Personnel Management Executive Level II.

Non-Assignment

Except as otherwise indicated herein, no Party may, during the term of this MOU or any renewals or extensions of this MOU, assign or subcontract all or any part of the MOU without prior written consent of all other Parties.

Governing Law

This MOU will be construed, interpreted, and enforced according to the laws of the State of New Mexico. All Parties shall comply with all applicable Federal and State laws and regulations, and Local laws to the extent that they are not in conflict with State or Federal requirements.

Steps to Reach Consensus

1. Notification of Partners

The NALWDB Board Chair (or designee) must notify all Parties in writing that it is necessary to renew and execute the MOU and provide all applicable policies and preceding MOU documents, as applicable.

2. Negotiations

Over the course of the four (4) weeks following the formal kickoff meeting, Partners must submit all relevant documents to the NALWDB Board Chair (or designee) to begin the drafting of the MOU. During this time period, additional formal or informal meetings (informational and negotiation sessions) may take place, so long as they are conducted in an open and transparent manner, with pertinent information provided to all Parties.

3. Draft MOU

Within six (6) weeks of the kickoff meeting, the NALWDB Board Chair (or designee) must email a complete draft of the MOU to all Parties.

4. Review and Comment

Within three (3) weeks of receipt of the draft MOU, all Parties must review and return feedback to the NALWDB Board Chair (or designee). It is advised that each Party also use this time to allow their respective Legal Departments to review the MOU for legal sufficiency. It is the responsibility of the NALWDB Board Chair (or designee) to ensure all American Job Centers Partners to the MOU are aware of the comments and revisions that are needed.

5. Finalized Draft

The NALWDB Board Chair (or designee) must circulate the finalized MOU and secure Partner signatures within four (4) weeks of receipt of feedback. The WIOA MOU will be considered fully executed once all signatories have reviewed and signed, and a signed copy has been returned to all Parties.

If determined that a Partner is unwilling to sign the MOU, then the NALWDB Board Chair (or designee) must ensure that the dispute resolution process is followed.

MOU Modification Process

1. Notification
When a Partner wishes to modify the MOU, the Partner must first provide written notification to all signatories of the existing MOU and outline the proposed modification(s).

2. Discussion/Negotiation
Upon notification, the NALWDB Board Chair (or designee) must ensure that discussions and negotiations related to the proposed modification take place with Partners in a timely manner and as appropriate.

Depending upon the type of modification, this can be accomplished through email communications of all the Parties. If the proposed modification is extensive and is met with opposition, the NALWDB Board Chair (or designee) may call a meeting of the Parties to resolve the issue. Upon agreement of all Parties, a modification will be processed.

If the modification involves substitution of a party that will not impact any of the terms of the agreement, it can be accomplished by the original party and the new party entering into an MOU that includes the NALWDB, wherein the new party assumes all of the rights and obligations of the original party. Upon execution, the NALWDB Board Chair (or designee) presents the agreement as a proposed modification to the MOU, and the remaining steps are followed.

If determined that a Partner is unwilling to agree to the MOU modification, the NALWDB Board Chair (or designee) must ensure that the process in the Dispute Resolution section is followed.

3. Signatures
The NALWDB Board Chair (or designee) must immediately circulate the MOU modification and secure Partner signatures within four (4) weeks. The modified MOU will be considered fully executed once all signatories have reviewed and signed.

The modification may be signed in counterparts, meaning each signatory can sign a separate document as long as the NALWDB Board Chair (or designee) acquires signatures of each party and provides a complete copy of the modification with each party's signature to all the other Parties.

Termination
This MOU will remain in effect until the end date specified in the *Effective Period* section below, unless:
- All Parties mutually agree to terminate this MOU prior to the end date;
- Federal oversight agencies charged with the administration of WIOA are unable to appropriate funds or if funds are not otherwise made available for continued performance for any fiscal period of this MOU succeeding the first fiscal period. Any party unable to perform pursuant to MOU due to lack of funding shall notify the other Parties as soon as the party has knowledge that funds may be unavailable for the continuation of activities under this MOU;
- WIOA is repealed or superseded by subsequent federal law;
- Local area designation is changed under WIOA; and
- A party breaches any provision of this MOU and such breach is not cured within thirty (30) days15 after receiving written notice from the NALWDB Board Chair (or designee)

specifying such breach in reasonable detail. In such event, the non-breaching party(s) shall have the right to terminate this MOU by giving written notice thereof to the party in breach, upon which termination will go into effect immediately.

In the event of termination, the Parties to the MOU must convene within thirty (30) days after the breach of the MOU to discuss the formation of the successor MOU. At that time, allocated costs must be addressed.

Any party may request to terminate its inclusion in this MOU by following the modification process identified in the *Modification Process* section above.

All Parties agree that this MOU shall be reviewed and renewed not less than once every 3-year period to ensure appropriate funding and delivery of services.

Effective Period

This MOU will become effective as of the date of signing by the final signatory below and must terminate on June 30, 2023, unless any of the reasons in the Termination section above apply.

One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the NALWDB American Job Center network. The Parties to this MOU agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the Local workforce delivery system at a level that meets the needs of the job seekers and businesses in the local area;
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness);
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs; and
- Ensures that costs are appropriately shared by NALWDB American Job Centers Partners by determining contributions based on the proportionate use of the one-stop centers and relative benefits received. This requires that all funds are spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this one-stop operating budget the master budget that is necessary to maintain the NALWDB American Job Centers network. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA),
- Career services, and
- Shared services.

All costs must be included in the MOU, allocated according to Partners' proportionate use and relative benefits received, and reconciled on a quarterly basis against actual costs incurred and adjusted accordingly. The one-stop operating budget is expected to be transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately.

All Partners must negotiate in good faith and seek to establish outcomes that are reasonable and fair.

Northern Area Local Workforce Development Board
525 Camino De Los Marquez, Santa Fe, New Mexico 87505, United States
(505) 986-0363 Mailing Address: 1000 Cordova Place PMB 810 Santa Fe, NM 87505

New Mexico
Workforce Connection
A Proud Partner of the American Job Center Network

Northern Area Local
WORKFORCE
DEVELOPMENT
BOARD

Authority and Signature

Please note: One completed, signed, and dated **Authority and Signature** page is required for each signatory official.

By signing my name below, I ____Marlene Chavez-Toivanen__, certify that I have read the above information. All of my questions have been discussed and answered satisfactory.

My signature certifies my understanding of the terms outlined herein and agreement with:

The Memorandum of Understanding (MOU) July 1, 2020-June 30, 2023

By signing this document, I also certify that I have the legal authority to bind my agency (outlined below) to the terms of:

The Memorandum of Understanding (MOU) July 1, 2020-June 30, 2023

The Infrastructure Funding Agreement (IFA) PY20/FY21

I understand that the MOU may be executed in counterparts, each being considered an original, and that this MOU expires either:

• In three years,

• Upon amendment, modification, or termination, or

• On June 30, 2023, whichever occurs earlier.

New Mexico State University Grants

_____
Partner/Agency Name

Marlene Chavez-Toivanen   03/29/2021
_____   _____
Authorized Signature   Date

Marlene Chavez-Toivanen, Associate Campus Director

_____
Printed Name and Title

1500 N. Third Street, Grants, NM 87020   (505) 287-6678

_____
Agency Contact Information

                                              4/22/21
_____   _____
NALWDB Board Chair Signature   Date

   Joseph Weathers
_____
NALWDB Chair Printed Name and Title